

VOLUME VIII

The

NUMBER 13

# A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



SEPTEMBER, 1928

## Hands Off the School!

IT must be said, however, that in districts where racial or long-standing disputes obtain the position of the teacher is almost unendurable.

No matter how careful he or she may be in social and community affairs, no matter how conscientiously the teacher may discharge the duties of the schoolroom, sooner or later a storm bursts, and often with a fury and relentlessness that drives the young teacher out into the world with the resolution "never again." Such incidents are much to be regretted, particularly when the teacher is just entering the service with the joy of accomplishment urging him forward and the idealism of the calling still fresh in mind. Public spirited men and women of the community and of the Province must give a larger measure of support to the teacher than has obtained in the past. For the sake of the children they must say to these disturbing elements "Hands off the school!" And let us say that some of these cases occur in communities that should know better. Better things were expected of them.

—(*Manitoba Teacher*.)

# TEACHERS!

## This Year

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September 1928

THE ALBERTA MAGAZINE

# The A.T.A. Magazine

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IX

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VIII.

EDMONTON, SEPTEMBER, 1928

No. 13

## The C.T.F. Convention

WINNIPEG, TUESDAY, WEDNESDAY, THURSDAY, JULY 24, 25, 26, 1928

WITHIN a generation a college education will be the main equipment with which a boy or girl can successfully start out on life's journey, at the present rate of educational advance. This is the view of Dr. E. A. Hardy, president of the Canadian Teachers' Federation.

Speaking at the opening session of the convention Tuesday morning, Dr. Hardy discussed the outlook in educational values from the viewpoint of present-day requirements.

"Statistics for Canada and the United States are very striking in regard to higher and secondary education," he said. "It would be quite fair to say that in the general opinion, a secondary education is now the minimum for the average girl and boy."

### LOOKING FORWARD.

Dr. Hardy looked forward to the time when the aeroplane would put Canada in such close touch with the Old Country that there could be an interchange of delegates at teachers' meetings. At the same time, he expressed regret, that the Canadian Federation was unable to accept the invitation of the Irish National Teachers' organization to be represented this year at its annual meeting.

### TRAVEL BUREAU

One of the objects toward which the Federation has worked through its executive this year, is the establishment of a travel bureau, Dr. Hardy announced. The object is to link up with the National Union of Teachers, and to this end, considerable correspondence has been carried on. He thought the prospects of bringing the scheme to a head in 1928-29 were promising.

### GREETINGS FROM CITY

Alderman J. A. McKerchar brought greetings from the city on behalf of Mayor McLean, who was unable to attend this morning; A. E. Bowles, chairman of the Winnipeg Public School Board, spoke for that body; Hon. R. A. Hoey, Minister of Education, welcomed the delegates on behalf of the government, and H. N. MacNeill represented the Manitoba Trustees association. Each speaker stressed the importance of the teacher's task in developing the country.

C. B. Jelly, of Prince Edward Island, and H. Charlesworth, of Vancouver, B. C., replied.

M. J. Coldwell, Regina, secretary-treasurer, submitted resolutions from Ontario and Nova Scotia which the provincial branches asked the convention as a whole to support.

### INTERCHANGE OF TEACHERS.

One resolution approved the movement for inter-provincial interchange of teachers. Another advocated co-operation among provincial departments of education in preparation of text-books for Canadian literature, art and music. A third proposed that the Federation memorialize departments of education to sponsor or publish a school magazine of distinctly Canadian character to be used for supplementary reading in the schools. Another favored standardization of teachers' certificates throughout the Dominion.

Ontario asked the convention to go on record in favor of securing cumulative sick-leave allowance in every province and Nova Scotia proposed that the Federation seek legislation in each province preventing proceedings before a justice of the peace for improper treatment of children by teachers until the parent or guardian shall have notified the trustees and given proper time for investigation.

### TEACHERS IN CANADA

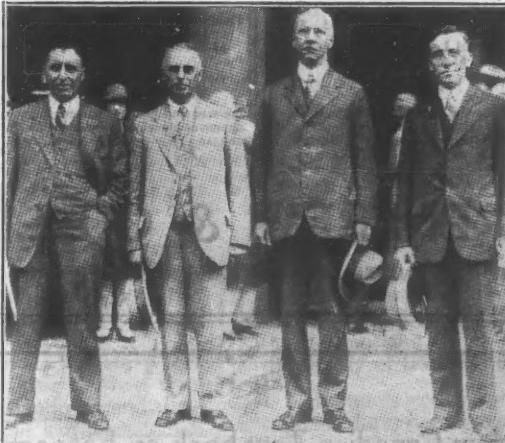
In a supplementary report Mr. Coldwell showed there are now more than 21,000 qualified teachers in the Federation.

A check of members up to June 1st showed there to be 1,824 in British Columbia; 2,684 in Alberta; 1,790 in Saskatchewan; 2,320 in Manitoba; 7,749 in Ontario, of which 2,736 are secondary teachers; 4,072 women in public schools and 941 men in public schools; 1,495 Protestant teachers in Quebec; 869 in New Brunswick; 1,017 in Nova Scotia, and 566 in Prince Edward Island.

### GUESTS AT BANQUET

One in their purposes of shaping and carrying out an educational policy that will develop a high Canadian citizenship, teachers from the East and teachers from the West exchanged views and greetings at the banquet to the official delegates of the Canadian Teachers' Federation, Monday night, at the Hudson's Bay dining-room.

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C.T.F. EXECUTIVE, 1928-29  
Reading from Left to Right—Vice-President, C. B. Jelly, P.E.I.;  
President, C. W. Laidlaw, Man.; Past President, Dr. E. A.  
Hardy, Ont.; Sec.-Treas., M. J. Coldwell, Sask.

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"I saw your name in the A.T.A."

The banquet, which was given by the Winnipeg Teachers association, preceded the opening of the convention at the Parliament buildings, Tuesday.

A. E. Hearn, president of the Winnipeg Teachers' Association, welcomed the visiting delegates.

It was in Winnipeg, October, 1919, that a committee of four men first met to discuss founding a nationwide federation, and from that meeting the present organization arose, he said. Winnipeg had not since had the pleasure of entertaining the Federation.

Miss Leila McKnight, speaking on behalf of the Women Teachers' Club, expressed high hopes of the Federation meeting here. An important object of the organization was to stimulate interest in the general problems of education and develop a broad outlook by contact between teachers of different parts.

Prof. Fletcher Argue brought greetings from the University of Manitoba and from the Schoolmasters' Club, of which he is vice-president.

"We cannot hope for uniformity of education throughout the Dominion, but what we can hope for and should strike for is equality of intellectual opportunity," he declared. "We should aim toward an educational policy which would give every child in the Commonwealth a chance to acquire all the learning it desires."

Miss Margaret Bell, president of the Winnipeg Local Federation, outlined briefly the work of the Winnipeg unit, explaining the steps taken to keep the city and rural teachers in touch with each other through monthly reports from the general secretary.

G. J. Elliott said, in his opinion, the chief task before the Federation was that of taking the best from all the new races pouring into the Dominion and turning it to account for the founding of a true Canadian citizenship.

#### TUESDAY'S SESSION

Educational research work is becoming an increasingly important function of the Canadian Teachers' Federation; it became apparent when the reports of the different provincial organizations were presented at the afternoon session Tuesday.

A recommendation has been made by the Alberta Teachers' Alliance that the Canadian Teachers' Federation be requested to approach the Research Council of Canada with a view to inducing them to make provision in their estimates for a grant for research in educational psychology. The Alberta Association has done extensive work itself along research lines, as have also the Saskatchewan and Manitoba organizations.

The afternoon session was given over to the discussion of the provincial reports. W. Sadler, Winnipeg, led the discussion on membership, while F. G. Morehouse, of Nova Scotia, reviewed the question of salaries as it presented itself in the various provinces, and touched upon the magazines being published by the different Federation units. W. H. Morrow, of British Columbia, discussed the legislative changes which the provincial federations had been instrumental in bringing about, pointed out the importance of the research work that was being done in the various provinces, and drew attention to the references which were made in the different reports to normal training and teacher supply.

Dominion-wide approval of the scheme for interchange of teachers between other British countries and Canada was reported by the special committee from the Ontario Secondary School Teachers' Federation. This system of exchange has brought as many as 50 outside teachers to one province, namely, Ontario, but at present there is a strict interchange, a teacher from one country replacing that from another.

#### EFFECT ON STATUS

One of the most important matters discussed was the effect this interchange has upon the teacher's status.

The Imperial conference of education authorities approved a plan whereby an exchange teacher would be on "leave of absence" and receive salary and salary increases during absence. The committee reported that British Columbia, Alberta, Ontario, and Nova Scotia and New Brunswick adopted the scheme in part, and recommended that all provinces follow this practice.

The vexed question of curtailing normal students to the teaching requirements of a province was discussed for the second time, Wednesday afternoon, under the report on training and certificates presented by the Federation of Women Teachers' Association of Ontario.

#### BIG REDUCTION

In Ontario, where a two-year normal course was compulsory last year, the normal students were reduced by 500, Miss Daisy Walker reported. This raising of the normal standard will have the effect of regulating the supply of teachers there, she thought.

Alberta is confronted with a serious situation because of the system of government loans given to teachers in training, Miss Walker reported. This loan system has had the effect of lowering teachers' efficiency by making the pass standard easier and has flooded the province with an over-supply of teachers.

Harry Charlesworth, who discussed tenure for teachers at the morning session, renewed his subject at the afternoon meeting. He directed the convention's attention to varying rights of dismissal which school boards and school trustees enjoyed.

#### ANNUAL CONTRACTS

In some places, notably Prince Edward Island and New Brunswick, the contract for teachers was an annual one, and this seemed to work out fairly satisfactory. In other parts the contract runs until terminated by one or the other party, but in some parts trustees had full power to terminate at the end of a term without giving cause.

In general, Mr. Charlesworth thought, the Federation should insist upon some uniform law which required school authorities to give a teacher warning of dismissal. He asked that each province appoint a representative to work with him on a committee doing research work into the desirable form of contracts for teachers.

The delegates adjourned at four o'clock to take the picturesque motor trip to Old Fort Garry. Here, high tea was served by courtesy of the Hudson's Bay Company.

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## One Scholastic Standard for Teachers

**D**ECLARING war on the class distinctions which prevail among teachers of elementary and secondary schools, Dr. W. F. Russell, Dean of Teachers' College, Columbia University, advised the Canadian Teachers' Federation to work toward uniform standards of worth, opportunity and scholastic standing for all teachers.

His address, delivered at the Wednesday morning's session of the convention, dealt with the training of teachers. He opened with a sketch of conditions in Russia where he visited a short time ago. There, he said, social distinctions among teachers have a marked effect on the educational system.

### NOTICEABLE HERE

The same condition prevailed in other European countries and now was beginning to affect the United States and Canada.

Dean Russell took the stand that the elementary teacher's work was as important, if not more so, than that of the secondary teacher. He deplored the "superiority complex" developing in the universities and declared that the spread in salary between elementary and secondary teaching was not justified by the teachers' service.

In his opinion, there was a great need for intensified and concerted effort in this work. Granted normal progress realized in the past was continued in the future, he predicted that in the field of teaching, the next hundred years would see as significant an advance as seen in the field of medicine and other sciences.

He challenged the statement that there was no royal road to learning. Constructive research would ultimately prove that there was such a pathway. The speaker declared he had been impressed by the insistence of the many reports of sub-committees appointed to deal with special subjects, that investigational efforts be redoubled. It was essentially through such a policy that the educational standards of any nation would be raised, and intellectual development enhanced.

Dr. Russell dealt at length with experiments conducted in the teaching of the basic subjects, spelling, reading and arithmetic. While encouraging results had been attained in certain respects, the uniformity of progress had failed to justify adoption of a standard method of teaching these subjects.

Emphasis upon the thoroughness and rapidity of comprehension had virtually revolutionized the teaching of reading. In the past too much stress had been placed upon the smoothness and clarity of diction. Experiments had proved this to be a fallacious method of determining efficiency. Of far greater importance, Dr. Russell contended, was the ability of the pupil to absorb and comprehend. The speaker also advocated silent reading as a factor contributing to more solid advancement.

Similarly, Dr. Russell reviewed experiments made in the teaching of spelling and arithmetic. Spelling, he said, was often confused in the public mind with a standard of education. Tests, however, had proved a brilliant pupil in this particular subject to be backward in other respects. Investigation had proved that there was no unanimity in the selection of the subject matter by educational departments throughout the world. In parts of the United States a method had been

adopted whereby special attention was paid to words employed in general conversation and correspondence. The speaker believed this to be a distinct improvement on the haphazard treatment of the subject in the past. The whole field is being studied at present and he is confident that much benefit will accrue from these investigations.

In dealing with the teaching profession generally, Dr. Russell said that he was unable to account for the variation in success attained by teachers. The only explanation for this condition, he believed, was the personal equation of teacher and pupil. It was quite apparent that there was something in the impact of one personality upon another. Research would probably provide a concrete solution.

In conclusion, the speaker expressed the hope that the United States and Canada would join with other nations of the world in interchanging results obtained from their independent investigations. By such a forward step, overlapping would be eliminated to a degree, educational standards materially advanced and the pupils derive inestimable benefits.

## Adult Education

HARD TASK PUTTING KNOWLEDGE AT DISPOSAL OF "GROWN-UPS," SAYS DR. HARDY

**A**DULT education, rather than the training of the young, is the most baffling and important problem which modern teachers and educators have to face today, Dr. E. A. Hardy, president of the Canadian Teachers' Federation, stated.

"Whereas educators the world over are facing a hard problem in compressing the body of necessary modern knowledge into school curricula, they are dealing with a still harder one in putting that knowledge at the disposal of adults," Dr. Hardy said.

### MUST STUDY

The average man can no longer get along in his business or profession without continually pursuing knowledge, and it is the business of the educators to make that knowledge available.

"In Canada and the United States we are making good progress in spreading the knowledge through university extension courses, prescribed reading courses, libraries, lectures, religious organizations and radio talks," Dr. Hardy said.

"In America they are going farther and seeking to Americanize the adult immigrants by educating them in the same way as the children, but we have not attempted that yet."

### NO GREATER CAPACITY

In Dr. Hardy's opinion the child of today did not possess a greater mental capacity than his forefathers, though his knowledge of scientific facts was greater.

"We hear much about precocious children, and it is true that the child of six today knows many things that his father did not learn until he grew up. That is due to environment and to the fact this knowledge is available to the child practically from its birth. It will take many generations to develop a new type of mind by merely feeding knowledge to children," Dr. Hardy said.

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### TEACHERS' COMMITTEE FAVOR KEEPING ATTENDANCE TO NEEDS OF PROVINCE

**A**DVOCATING strongly that steps be taken by the departments of education in the various provinces to limit the number of students attending normal schools to the needs of the province, the committee on policy of the Canadian Teachers' Federation brought in a recommendation that the Federation make a request to the departments to that effect.

This was the outstanding resolution among those presented at the Wednesday morning session of the annual conference.

Other matters dealt with by the delegates at the morning session were the recommendations made by the budget and finance committee, which resulted in such lengthy discussion that the report of the resolutions committee had to be laid over until the afternoon. Dean W. F. Russell, of the Teachers' College of Columbia University, addressed the meeting on educational research.

That the National Research Council be approached with the suggestion that provision be made for a grant for research work in educational psychology, was another recommendation.

A comprehensive survey of the advancement made in the field of educational research was given by Dr. Russell.

#### WORLD FEDERATION

Sharp difference of opinion in regard to the principle involved in the method which the World Federation of Education associations has adopted to raise its proposed \$10,000,000 endowment fund, and extent of the obligation of the Canadian Teachers' Federation in supporting it, made the recommendation of contribution brought in by the finance committee a subject of much discussion.

The situation is this: The World Federation, at its meeting in Toronto, accepted the offer of a United States organization, not educational, and not affiliated with the association, to raise the endowment fund on a commission basis, the commission to amount to \$30,000, of which \$10,000 was to be paid in cash before the work should begin. The question before the Federation is one of contribution to this initial campaign fund of \$10,000. It was suggested by Dr. Hardy, who is the treasurer of the World Federation, that the Teachers' Federation might make a contribution of \$1,000, but the matter was left to the finance committee.

The recommendation brought in by the committee read as follows: That the Canadian Teachers' Federation give a sum equal to the per capita fee of its members for 1928-29, on condition that other organizations affiliated with the World Federation of Education associations take similar action.

The provisional clause was at length deleted, and the rest of the recommendation approved. It was estimated that the contribution of the Federation would accordingly be in the neighborhood of \$180.

The budget, which was approved at the morning session, provides for an expenditure of \$6,019.53.

C. W. Laidlaw, principal of the Machray Junior High School, Winnipeg, was elected president of the Federation at the afternoon session, Wednesday.

In addition to the election of officers, the afternoon session considered the reports of the committees on professional training and teachers' certificates; interchange of teachers; parliamentary and legislative representation; examinations and tenure.

The other officers of the association for the coming year are: C. Braden Jelly, of Summerside, P.E.I., who was given the majority vote over C. H. Sweet, of Alberta, for vice-president; and M. J. Coldwell, of Regina, who was re-elected secretary-treasurer of the organization.

In proposing Mr. Laidlaw's name for the presidency, Harry Charlesworth, of British Columbia, presenting the report of the nominations committee, referred to the distinct and definite contribution which Mr. Laidlaw had made to the progress of the Canadian Teachers' Federation since its inception.

That great difference exists between the standards of teacher training in the various provinces of Canada was brought out in the report of the survey which the Federation of Women Teachers' associations of Ontario have compiled during the past year. Broadly speaking, the standard is higher in the western provinces, although Ontario has the highest standard, requiring two courses of two years each, with from two to four years of teaching between.

The 2-year course, inaugurated in Ontario last year, reduced the number of teachers in training by about 500. The loan system in Alberta, on the other hand, whereby teachers in training can obtain a loan of \$400 from the provincial government, was said to be affecting the academic standing of teachers adversely, and at the same time resulting in such a large surplus of teachers that they were underbidding one another for positions.

#### VALUE OF EXAMINATIONS

The value—or otherwise—of examinations as a determining factor in promotions continues to be a matter of extremely varied opinion. "We have discovered nothing but contention, even among authorities," remarked A. Wilton, of Saskatchewan, in giving the findings of the Saskatchewan committee which has the subject under survey. Vocational guidance and intelligence tests were recommended as a modification of the old time "exams." "What should an examination consist of?" and "What should it arrive at?" will be the guiding questions for the committee in its work for next year.

All the provinces are in sympathy to the practice of exchanging teachers with the other parts of the Empire, according to the findings of the Ontario Secondary Schools Federation committee.

Nearly all cases of dismissal of teachers were found in the small schools looked after by the three-men trustee board, said Harry Charlesworth, continuing the report on the survey on teacher tenure which is being conducted on behalf of the Federation by British Columbia. He urged very strongly the larger unit of school administration as a factor in eliminating petty jealousies, and providing a more generally efficient administrative body for the school unit.

#### THREE DAY CONFERENCE IS BROUGHT TO CLOSE THURSDAY AFTERNOON

**T**HE 1929 conference of the Canadian Teachers' Federation will be held in the city of Quebec, the second week in July, an invitation from that city being accepted unanimously at the closing session of the ninth annual meeting of the Federation. Thursday afternoon, in the Legislative buildings, Winnipeg.

The conference, which opened Tuesday morning of this week, and has been attended by three official delegates from each of the Canadian provinces, together



with several fraternal delegates who found it possible to be present, has discussed a large number of subjects of importance to educational progress in the Dominion. A notable feature of the work that the Federation is doing is the research that is being conducted by the various provincial organizations in several different fields, pertaining to matters affecting the teaching profession in the Dominion, and education at large.

Both Alberta and Saskatchewan delegates expressed a wish that the 1929 meeting of the association be held in their respective provinces, but waived their claim to the next annual meeting in favor of Quebec. The meeting will be held just prior to the sailing of the Canadian teachers to the World Federation of Education associations' biennial meeting at Geneva.

The business of the afternoon session included the reception of the reports of the committee on the relation of the high school to the university; educational costs; superannuation; constitution and policy; and resolutions. Announcement was made of the appointments of provincial representatives to the executive committee.

The provincial representatives on the executive are: Prince Edward Island, L. F. Macdonald; Nova Scotia, F. G. Morehouse; New Brunswick, A. S. Macfarlane; Quebec, C. N. Cruthfield; Ontario, Walter Keast; Manitoba, Miss Margaret Bell; Saskatchewan, A. Wilton; Alberta, H. D. Ainlay; British Columbia, H. Charlesworth.

Winnipeg, Ottawa, Toronto and Hamilton were shown to have the most progressive salary schedules, with Montreal, Regina, Saskatoon, Moose Jaw, Calgary, Edmonton and Vancouver, ranking in a close second group, in a table of educational costs prepared by a committee of the Alberta Teachers' Alliance, which has been engaged in research work on the matter during the past year.

#### ALBERTA REPORT ON COSTS

The report, even in its uncompleted condition, gives a thorough comparison of the per capita costs for education in 61 typical cities and towns in Canada; salary schedules in all the leading cities of the Dominion, both for teachers and supervisors; the weekly cost of living for an average family in each of the provinces—which is shown to be highest in Saskatchewan; the average weekly wage of common laborers in the various cities; and a statement of conclusions, together with a suggested salary schedule for cities of 30,000 to 99,999 population.

One of the facts shown by the report is that in provinces where the cost of living is low, teachers are not paid, in proportion, nearly as high as laborers, or as high as the cost of living would warrant. In some schools the highest paid employee is the janitor. Teaching as a profession for men, the report goes on to state, pays as well, or nearly as well on the average, as the other professions, when the training is the same, the big drawback in teaching being the lack of really highly paid positions. It suggests that if superintendency were recognized as a necessary position in every school, training required for it, with pay commensurate, it would do much to make the teaching profession one where all would strive to fit themselves for the work to the utmost degree.

#### MAKES SUGGESTION

Suggestion was made in the report on superannuation, presented by Nova Scotia, that a basis of reciprocity between provinces in the payment of pensions

would be desirable, teaching service in each province to be taken into consideration.

Academic standing, adaptability to teaching and prospects for continuing in the profession were suggested as basic factors in selecting and restricting the number of students for normal training. The conference commended the action of Ontario in prolonging the Normal course to two years, and recommended the provincial organizations of the Federation to endeavor to induce their respective departments of education to take similar action. The meeting further favored adequate remuneration to the teacher required to do critic work in connection with the training of teachers.

Depreciation of the practice of school boards in asking for bids when advertising for teachers was voiced and the provincial federations asked to take action in co-operation with the trustees' associations to stop this deleterious practice.

The problems of variation of curricula and textbooks in the different provinces, arising in connection with the transference of students from the schools of one province to another, will be made a subject of study by the Federation during the coming year, and assigned to one of the provincial bodies.

The claim of education as a science will be placed before the National Research Council, with a view to obtaining aid in scientific educational research, according to a decision made by the conference. The formation of a Dominion Bureau of Education was another matter under consideration, and a special committee well be appointed by the executive to deal with this matter.

#### ELECTION OF OFFICERS

C. W. Laidlaw, principal of the Machray Junior High School, of Winnipeg, was elected president of the Canadian Teachers' Federation to succeed Dr. E. A. Hardy, at the afternoon session of the convention, Wednesday.

C. Braden Jelly, of Somerset, P.E.I., was the convention's choice for vice-president, and M. J. Coldwell, of Regina, was re-elected secretary-treasurer.

### New Alberta University President Gives Stirring Call

A STIRRING call to educational institutions to take their rightful place in the development of Western Canada's great future was made by Dr. R. C. Wallace, newly appointed president of Alberta University, when he spoke at the school board's complimentary banquet to the Canadian Teachers' Federation at the Royal Alexandra Hotel on the Thursday night.

The Winnipeg Board made the function an occasion for honoring Dr. Wallace for the high place he has won and held in Manitoba's educational life. Dr. H. A. McFarlen, past chairman of the board, introduced him, and expressed on behalf of the board their regret at Manitoba's loss and their pleasure at Dr. Wallace's advancement.

#### UNIVERSITY'S FUNCTION

In reply Dr. Wallace gave a clear-cut idea of what he conceived the university's function to be in the West. In brief, the university, or other institutions of higher learning, must provide the men and the attitude of mind, which will best help the state to realize lasting success in a material as well as an idealistic way.

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"We are a practical people, we have to be," he said. "The country is waiting to be developed and the only way that advance can come is through mutual co-operation between different fields. I am glad to note that the university, for instance, has drawn closer to men in other fields of endeavor in the last few years than it ever did before. There is a new sympathy on the part of university men toward business, industry and outdoor workers. There is a desire to understand their problems and to help in their work which shows that educational institutions to-day are beginning to realize their responsibility to the state and the part they have to play in the growth of a new country."

#### GOAL AND EDUCATION

But Dr. Wallace's practical purpose was fired with an inner idealism which he held up as the ultimate goal of education. The furnishing of the inner room of the mind with the wealth and wisdom of all human kind is the primary function of the teacher and the school, he said.

His one criticism of Western education was that it did not yet induce the poise and bearing which characterized the well-educated mind.

The speaker paid tribute to the Winnipeg School Board and the Department of Education for its progressive policies, but warned the city that it would yet be called upon to give up many of its resources for the general good of the Province. Not in education alone but in other matters the Province had to look to Winnipeg for much of its support because the greater part of the wealth was centred in the one big city, he said.

#### A. E. BOWLES PRESIDES

A. E. Bowles, chairman of the School Board, presided, and seated at the head table with him were: Hon. R. A. Hoey, Minister of Education; Dr. Robert Fletcher, Deputy Minister; Dr. E. A. Hardy, past president of the Canadian Teachers' Federation; C. W. Laidlaw, newly elected president; Dr. Wallace; Dr. J. A. McLean, president of Manitoba University; Alderman E. T. Leech, chairman of the civic reception committee; W. A. McIntyre, principal of the Normal School; Major D. M. Duncan, assistant superintendent of Winnipeg schools; J. W. Dafoe, and R. H. Hooper.

In his address of welcome, Mr. Bowles paid tribute to the teachers for the part they had played in advancing educational ideals. He looked with satisfaction upon the new views on education. To-day the ideal of education as a preparation for complete living was widely adopted. People were learning to prize as courses of study subjects which were not regarded as part of school work at all a few years ago, he said.

#### AVONS DOGMATISM

Major Duncan, who spoke for the school management, was loath to be dogmatic on any phase of education. Speaking from his observations on school courses and management in different parts of the Old Country, Major Duncan stated he was becoming more and more convinced that there was no phase of life where dogmatism was less justified than in education.

His interest centred upon what he termed the modern realistic school. He designated this type of school as one lying somewhere between the conventional high school, where attention was given to classical studies, and the junior technical school, where practical training predominated.

### The Proposed New Administrative Unit

PREMIER BROWNLEE announced recently at the U.F.A. picnic at Waterton Park that at the next session of the Legislature the Government intended modifying our School taxation system, with the possibility of introducing the County system of school management. Cardston, of all towns in the Province, will heartily endorse any scheme whereby the burden of school taxation can be more evenly distributed. The county system would no doubt equalize the tax burden and perhaps reduce it, for it would abolish the small school districts, or at least amalgamate them into a county. This would eliminate the great number of individual school boards by placing control of school affairs in the hands of a central board whose duties and authority should function for each school in the county. Undoubtedly such a system would mean more efficiency in school management and be more economical in other ways than mere performance of official duties.

But whatever value may be attached in an economic way to the county system of school management, there is still another benefit from such a system which would justify its inauguration. This benefit lies in the relationship which would exist between the Board of Trustees of the county and the teachers of the various schools. At the outset it would tend to stabilize the teaching profession and give the teacher a security of tenure which would be an inducement to him to devote his best efforts to his work. Let us explain:

Take our present system as an example. The intimate relationship which exists in small communities

between trustees and teachers is not conducive to the best results. Not that we should not know our teachers personally and intimately, but that school boards are transient; they are open to public nomination; they often are dominated by the "meanest" man in the community, someone who was elected for no other purpose than to "keep taxes down," having no regard for the educational welfare of the district. Or a trustee may be elected for no other reason, on his own part, than to "get" a certain teacher whom he doesn't like. School boards too often are anything but an ideal public body. By this, we don't mean to deprecate their public services. They do much for the common good, and for what they do they receive no remuneration whatever. But in a board of, say, five members, if there exists one crank, one tight-wad, or one ass, if you please, the work of that board is often hindered and nullified, a teacher's life is made miserable, he begins looking for a "jumping off" place, fearing that next year there might be two cranks instead of one on the board, and then his position would be declared vacant.

Now this isn't a brief for the teachers. Anyone conversant with school matters knows only too well that there are too many "scrub" teachers, that there are too many teachers in the profession who are there for the money only, or because they can't make a living anywhere else. But the present system is the very cause of this condition. We have excellent teachers, and we have excellent, whole-hearted, public-spirited

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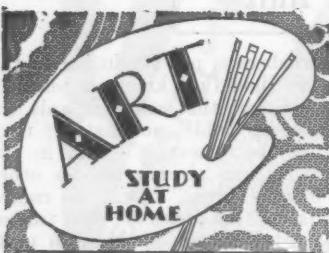
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CALGARY

school board members; but the system is full of loopholes, of opportunities for poor work on the part of the teachers, and spite-work on the part of trustees. But how will the county system remedy all this?

Well, as a maxim to begin with, "we must pay for what we get, and we usually get what we pay for". At the outset we must be prepared to pay for education, or the county system or no other system will overcome our disabilities. Good teachers must be encouraged—they must be told that so long as they do good work, and better work year by year, increasing their scholastic and professional qualifications, taking summer schools, getting higher diplomas or degrees, that so long as they are devoting their energy, their time, their talents—their lives, in fact—to the great work of education, making of their profession a life work, then so long are they secure in their position. No change of school board personnel, no fickle change of public opinion, no croaking diatribe from some disgruntled parent, can shake them from their chosen work, uproot them from the community and family ties they have formed and cast them adrift to find some other "job" where "public opinion" has not yet crystalized against them.

Given the county system, such a condition becomes possible. The Board of Trustees of a county are sure to be "larger" men—they will be men recognized as leaders by a larger group where the little personalities of the small community do not enter into public life—and they will therefore deal with teachers on a sounder basis, a basis upon which the teacher as well as the board must measure up to the higher standard of education, for sometimes teachers get jobs by "pull" instead of by qualifications based upon real merit. This dealing with teachers includes not only "hiring" but also "firing" them. The County School Board will be relieved of such "inspectational" jurisdiction. There will be the County Superintendent, whose duties shall be with the teachers directly. He will know, and must be qualified to know, just what kind of work every teacher in the county is doing. The public will be protected against the inefficient teacher, and the genuine teacher shall be guaranteed a security of tenure that will ever be an incentive to better and more efficient work.

Will the county system do all this? Well, the present condition in our educational life demands a trial. There must be some remedy for the migration of teachers from the profession and the constant influx of new inexperienced teachers into the ranks. The county system must be tried to prove itself here. It offers a hope for the better. If the U.F.A. government succeeds in introducing it in Alberta and it works toward the equalization of taxes and efficiency of school administration, and, at the same time, stabilizes the teaching profession, then in educational circles shall the U.F.A. government go down in history as having accomplished something of lasting benefit to Alberta.—*Cardston News*

### CENTRAL MANAGEMENT By F. SPEAKMAN

FROM THE DEBATE DELIVERED AT THE LAST EASTER CONVENTION

**T**HREE is at the present time a growing feeling among those interested in education that our present system of school organization, with three thousand small school districts, is not the best, either from the standpoint of efficiency or from that of the problem of educational finance. Under this system, the position of the teacher is too insecure, the opportunities of many children are too restricted, and the

financial burden too unequally distributed. A great deal of interest has been shown in the suggestions put forward by the Minister of Education, in his addresses before the Trustees' Convention and the Educational Association, along the lines of the larger administrative unit.

The plan of a completely centralized administration of all Public schools, by the Provincial Department of Education has much to commend it. In this article we shall draw attention to three general advantages of the scheme: the greater possibility of adapting educational procedure to the needs of each type of school or community; the creation of a much more efficient and harmonious educational machine, and greater advantages to teachers through the stabilization of their profession.

At the present time, with curriculum, inspection, and school regulations in the hands of the province, and with the application of these to pupil and school under the control of the local school board, it has not been possible to allow much flexibility in the system, as no two small School boards would have the same standard or the same ideas, and thus to avoid utter confusion. Under centralized control, all schools in the province could be grouped in perhaps five or six classes, as is done in Australia, and the educational programme and treatment could be adapted very carefully to suit the set of conditions prevalent in each type of school. Thus, for example, the problem of the immigrant settlement could be met, with suitable modifications of curriculum, text book material, methods, etc., and so with each one of a limited number of classified types of school.

In the next place, members of all branches of the educational service would belong to the same administrative organization. Inspectors, supervisors, district superintendents, school principals, and teachers each working out his particular set of duties, could have their fields of work and responsibility so harmonized that the educational machine could run smoothly and efficiently, avoiding duplication of effort, evasion of responsibility, or unnecessary friction. Also, central control would make practically certain the formation of a strong educational advisory board, representing each large interested body, and containing the best informed and most progressive brains available in the province. This body would be in a position to guide the educational policy of the Department along all lines, and to direct the building up of a highly efficient and up-to-date educational organization.

Dealing with only one employing body, and with adequate representation on the advisory board, the teacher's position would be made very much more stable. Teachers, through their organization, would be in a good position to negotiate for a regular schedule of salaries, their tenure of position would be much more secure, as civil servants they would find it easier to persuade the government to institute a pension scheme, and they would have protection from official injustice through the civil service commission of the province, as well as through representation on the advisory board.

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## The Second Reader Weeks?

A casual observer in a random sampling of Alberta class-rooms would be likely to say that Alberta had adopted the German methods of instruction holus-bolus, or "all at a gulp." Stated more specifically, the criticism would read: We place too much emphasis on the rote memorization of information and not enough emphasis on methods of study and the interests of child life. Our children's lack of proper study habits is deplored by many thinking teachers throughout the province; many graduates of our high schools cannot read a page of exposition and give a satisfactory account of the author's argument.

But the question of interests is even more serious a matter. A quotation from an article by Thomas H. Briggs is worth reading in this connection. The article is entitled *Interests as Liberal Education*, and is found in *Teachers' College Record* for May.

"It is an obligation, then, of the institutions that attempt the impartation of a liberal education to discover and create interests, to make students aware of their value, to respect them, to direct, feed and convoy them over barren beginnings, to intensify them, to lead them to ends considered worth while, and so far as possible to establish approving attitudes which, impelling to satisfying activities, set up persisting habits. *It is an obligation to do this not incidentally and fortuitously but primarily and assuredly.* We deplore the lack of concern that our former students have in 'the best that has been said and thought in the world.' But our success and theirs depends on the establishment, chiefly during school years, of interests. It is best measured by the number and variety and depth of the interests that they have and continue to have in an increasing amount."

One factor obstructing achievement of these objectives is the form of many final examinations. And here we meet a peculiar paradox, which may be exemplified in English Literature. The aims of this subject, according to a Departmental publication are: (1) To familiarize the student with the group experiences, traditions, etc. (2) To bring him into contact with human experiences and conduct in complete variety. (3) To have him study individual conduct in all the multitudinous affairs and phases of everyday behaviour. (4) To help build his character by arousing admiration for great personalities, and the noble deeds of heroes. (5) To give him a source of enjoyment, inspiration and information suited to all times, ages and places. (6) To give him standards of taste and appreciation. (7) To make an appeal to his emotions and creative imagination. (8) To develop a concept of style as the essential attribute of literature.

These are noble aspirations. How nobly they may be helped by examinations is well illustrated by the following questions from an examination in literature given to several hundred of grade VII children in a city of the province:

1. Quote from memory: *The Country Boy's Creed, They that go down to the Sea in Ships.*
2. Who is the author of *Treasure Island*? Who is the hero of this story? In what manner did Jim Hawkins twice save his friends? Describe the first appearance of Benn Gunn. Why was he marooned on Treasure Island?
3. "In the same hour came forth fingers of a man's hand and wrote over against the candle-sticks upon the

plaster of the wall of the king's palace." From what lesson is this taken? What else was happening "in the same hour"? Who wrote upon the wall? Who interpreted the writing? etc., etc.

4. "And I leave to children the long, long days to be merry in, in a thousand ways, and the night and the moon and the train of stars and the milky way to wonder at." From what lesson is this taken? Who wrote the selection? Under what circumstances was it written? Explain "milky way."

The last three questions follow in the same strain. Isn't that a glorious test of the child's "taste and appreciation"? *From what lesson is this taken? Who wrote the selection? Under what circumstances was it written? Explain milky way.*"

It may be maintained by some that such an examination tests information and that information is just as important as interest, or more so. The relation between interest and information is a difficult problem and should bear results in careful research. Professor Briggs' opinion of the relation of the two elements is worth quoting. He says:

"The extent to which one has a liberal education may be measured by the number and variety and depth of his interests. When such a thesis is proposed someone is certain to declare that it advocates 'soft pedagogy,' that it deprecates hard work. Nothing could be farther from the truth. It does deprecate drudgery, meaningless to the student; but acceptance of the definition produces a larger amount of intelligent work than ever obtained otherwise. Knowledge is possible without interest, but true interests are not possible without knowledge. This fact, perfectly obvious on a moment's reflection, makes an immediate and important contribution to the programme of liberal education. It reveals that knowledge is not sufficient as an end in itself. Thus sought it too frequently is unrelated, unused, lost. Interests should be sought or established and utilized for the acquisition of needed knowledge. . . . 'It is only by amusing oneself,' wrote Anatole France, 'that one learns.'"

The grouping of students of a given grade is still a problem of school administration. "Some critics would say at once that there should be *Advantages of some form of grouping to procure greater Homogeneous Grouping* instruction. Opinions would differ, probably, as to what should be the basis of the regrouping. Other critics would say that heterogeneity is desirable, that able and brilliant students acting as pace-makers stimulate the average and slow students. This after all, would be only opinion. Although the opinions of careful and capable observers are valuable, when their opinions are at variance objective data derived from scientifically controlled experiments should be offered." To present such data on the use of homogeneous grouping in the ninth grade is the purpose of an article in the *Educational Research Bulletin* of the Ohio State University, by R. O. Billet. The foregoing quotation is taken from his article.

Billet's conclusions are somewhat at variance with usual opinion, but they are based on three years' careful study of 500 students, and should be worth investigating. The conclusions follow:

1. Homogeneous grouping on the basis of intelligence quotients is decidedly advantageous for pupils of low ability.
2. Average pupils probably do better when grouped homogeneously.
3. Bright pupils accomplish somewhat more when grouped heterogeneously."

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Appointed Inspector Foremost District

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**LINDSAY A. THURBER,**  
**B.Sc.**

Appointed Inspector of Schools, Hanna District

After teaching some years in Nova Scotia, Mr. Thurber came to Alberta. Taught as Principal at Evansburg. Principal of Hanna. President, Hanna Local of A.T.A.

**GEO. M. DUNLOP, B.A.**  
Appointed to Edmonton Normal School

Many years experience in Alberta H. Schools, including service in Medicine Hat High School and Central H. School, Calgary. Appointed Inspector of Schools for Foremost, Midsummer, 1927. Secretary, Medicine Hat H. S. Local, 1923-24.

**H. B. TROUT, B.A.**  
Appointed to Calgary Normal School

Many years experience as teacher in Alberta, broken by year at University of Alberta, including: Principalship of Round Hill School and Grande Prairie H. School, and a member of Calgary Central High School staff.

**MISS E. MAY SWITZER**  
Appointed to Edmonton Normal Staff

Served on Regina staff before coming to Edmonton. A member of the A.T.A. since its inception. First Secretary of the Edmonton Public School Local organization. On staff of old Edmonton Normal at time of its closing.

**GEO. K. HAVERSTOCK,**  
**B.A.**

Appointed Principal Camrose Normal School

Alberta Record: Victoria High School, Edmonton; Registrar, Department of Education; Inspector of Schools, Hardisty District; Central H. S. Calgary. Inspector of Schools, Hanna. One of the early workers of A.T.A. as a member of Edmonton H. S. Local.

**GEO. L. WILSON, B.A.**

Appointed to Camrose Normal Staff

Served on Public School staff at Edmonton and High School staff at Lethbridge. President, Lethbridge High School Local. Inspector of Schools, Lamont District.



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**C. SAMSOM, B.A.**  
Appointed visiting professor to University of California

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Came to Calgary over 20 years ago to take position on High School Staff. Acting Principal and Superintendent of Schools for Medicine Hat.

Three years Inspector of Schools at McLeod—the first inspector to use an automobile in Alberta.

President, Camrose Normal Staff Local of A.T.A.

On staff of Calgary and Camrose Normal School. Principal old Edmonton Normal School.

Elected Vice-President A.T.A.—Easter, 1928.

**CLAUDE H. ROBINSON,**  
**B.A.**

Appointed Inspector of Schools, Lamont District

Principal for the past nine years of Normal Practice School, Camrose, and after serving in Calgary, Lethbridge, and Camrose as Vice-Principal, and with the Forces overseas.

Served A.T.A. as President, Camrose Local, and on the Provincial Executive, as Geog. Representative for N. Alberta.

**GEO. K. SHEANE, B.A.**

Appointed to Calgary Normal School Staff

Entered University of Manitoba, 1912; graduated from Alberta University in 1915. Thirteen years teaching experience in Alberta, including one year in rural school. Principal at Carstairs, Tofield, Science Master at Red Deer. Seven years Principal at Lacombe. Science Master, Garneau H. School, Edmonton. Joined A.T.A. at its inception; a member ever since and has been President of A.T.A. Locals at Red Deer and Lacombe.

**Miss L. G. PARRELL**  
APPOINTED TO EDMONTON NORMAL STAFF

Member of A.T.A. since her coming to Alberta from England. Taught on Public School staff as grade teacher and, later as Assistant Supervisor of Music.

**JONAS C. JONASON, B.A.**  
Appointed Principal Normal School Camrose

A member of A.T.A. during teaching experience. A local always established where Mr. Jonas taught. Served in Forestburg School as Assistant and then as Principal. Left teaching to complete degree in University of Alberta. Principal last year of Lacombe H. School.



Past President  
**H. C. NEWLAND, M.A., LL.B., B.Ed.**  
Appointed to Edmonton Normal Staff

Alberta Record: Principal, Vegreville High School; Victoria High School, Edmonton, since 1915; President, Canadian Teachers' Federation, 1924; President, Alberta Teachers' Alliance for two years; Member of Provincial Executive for five years; President, Edmonton High School Local; and School Board Representative; President, N. A. Teachers' Association; Editor, A.T.A. Magazine for five years; now President Alberta Educational Association; Mgr. A.T.A. Bureau of Education.

## The Assimilation Problem

PROFESSOR

**I**N the May issue of this magazine there appeared what, to me, was an interesting article on the assimilation of the foreign born.

Many of us expect a metamorphosis of the immigrant as complete and rapid as that of the house fly, yet forget that the process of instilling Canadian ideas, ideals, manners, customs, etc., is one of conformity and we cannot expect a sudden transition. Nor would rapid transformation be wholly desirable. Time surely is the necessary factor and time alone will obliterate the centuries of tradition and training which has left its imprint on the immigrant previous to his advent to our country.

Is not this slow process of Canadianizing the foreign born, to a small extent indirectly attributable to us teachers and more directly to the "system" by which teachers are continually flitting from school to school? How many of our foreign settlements retain the services of the same teacher for an entire year? How many teachers don't even insist on the English language being used on the playground? Can we expect children who carry on their games and conversation in their native language to think and talk in English at any other time than when necessity absolutely demands it?

Mine is a 100 per cent. foreign district; it is no small surprise to transients to learn that I have been here for three years. It is usual in foreign districts to change teachers as many as three or even more times each year. My three years' observations in this district have taught me many things about the Ukrainians. In the first place, they are not as disagreeable to live amongst as I had been led to believe. They have been very good to me, bringing me potatoes, vegetables, meat, eggs, cream, etc., and rarely accept remuneration. They bring my supplies from town, nearly twenty miles distant, and cannot be persuaded to take payment. I have borrowed horses and conveyances to visit neighboring teachers, but payment was refused, even when I pressed them. Could any one receive more generous treatment from any race of people? But perhaps the most pleasant feature of all is the lack of parental interference.

I have never discovered any great lack of interest in Canadian affairs. Keen interest is taken in elections and in municipal affairs. Last year we had a very successful jubilee commemoration, by uniting two school districts; this year we plan to celebrate July 1st in a similar way. Last Christmas the funds for our "tree" and programme, amounting to \$33.00, were all obtained by voluntary subscription within the school district.

By the very nature of their location, time is necessary. Many foreigners are slow to get our viewpoint because of segregation from Canadian born. My experience has been, they are willing and even eager to cast off old country ways, and, as above suggested, I believe that time is a potent remedy for the non-assimilation of peoples within the province.

The Ukrainians are adepts in copying. Two years ago we planted a caragana hedge at the school; now three homes in the district are nurturing hedges. This spring we enclosed our school flower beds with willow weaving and the idea has been copied in two homes at least. When I came here many of the younger girls wore shawls for head-dress, but not one child has been seen so appalled for over a year. At one time it was

a distinct rarity to hear a group talking in English, now it is becoming common.

However, I realize that all foreign districts are not as pleasant for the teacher, but I haven't yet suffered the misfortune of teaching in one that was disagreeable. Particularly fortunate I may be of perhaps it's a case of "a fool for luck."

Of course a "professor" (the teacher is so called) in these districts goes beyond the prescribed course of studies. We teach the regular course (as much as we can cover) plus knitting, sewing, cooking, etiquette, etc.

Have we any great reason to worry about the average Ukrainian and the assimilation of him? He seems to be just as interested as any of us in the country of his choice. Possibly we are making "a mountain out of a mole hill."

A Canadian of the fourth generation of English descent, can, I hope, relate his personal experiences and express such opinions as above without being labelled "Bolshevik".

## Teacher and Community

F. N. MILLER

**T**HE place and duty of the teacher in a community is, undoubtedly, often regarded with too little thought and respect on the part of both teacher and community. Let me emphasize that this situation is of vital importance in regard to our social outlook which is being reflected in our schools today. There is a constant social transition which is necessitated as an adjustment to our needs of life at every stage of its evolution.

The widespread and improved educational facilities have constantly brought, to ever increasing numbers of people, the tools of knowledge. What are these tools of knowledge? None other than the teacher of today, of whom, perhaps, the rural teacher holds the most important place. As leaders of and in education we are endeavoring to guide and direct our social youth to a conscious progress. The gravest responsibility is thrust upon the school and teacher.

As leaders in these elements of social life, first of all, we ourselves, must be thoroughly alive to the changes that are taking place or will ultimately take place. This then brings me to the most important point in my story. Below, I will endeavor to outline one phase or aspect of this social progress which may be stimulated and guided by the teacher in certain communities.

During the session of the Dominion Parliament one member, particularly, has stated the qualities of a foreign immigrant. I do not desire to disagree but rather to agree with the statement set forth by this gentleman. Yet, I will endeavor to point out in several cases where some types of foreigners do not come up to the mark, according to my conception, as conforming to a real Canadianism. Many foreigners have immigrated to this country for many generations back. Naturally, you would expect them to at least have acquired our customs, ideas, and language by now. After several generations in this land, is that not what we could expect in at least the majority of cases? The answer indisputably is "yes." However, the question is, "Do we find it so?" In a good many cases, from personal experience or knowledge, I am fully prepared to say that we do not. Hence I say it is the duty of the teacher in this type of community to stir up the feeling for the need of a citizenship and Canadianism.

If these people think Canada a country attractive enough in which to live, I think that they should at least be ready to learn our language as best they are able, and, generally to conform to the best interests of our country. The teacher should make this point clear, pointing out that, instead of holding to the customs and languages of their native country, they should be studying respectfully those of the country in which they are quite glad and pleased to be able to make their homes. If this social element could be successfully accomplished, Canada's social standard would at least be doubled.

This opportunity of stimulating this unique social spirit offers itself, best to the teacher of foreign descent. He knows better the ideas and customs of his native race. If he really professes to be a true "Canadian" teacher, his influence should effect considerably better results than those of a Canadian born teacher. In my mind it is amazing the results that could be effected in this manner. Also will I emphasize again, that with this quality in all our foreign settlers, Canada would be a country second to none as far as the standard of sociology is concerned.

## International Peace

CAROLINE E. MARSH, B.A.

**A**T the last Easter Convention, a resolution from our High School Local met with the approval of the teachers of the province. It read: "Resolved, that we endorse the principle of arbitration and urge that Canada sign the Optional Clause of the Court of International Justice, agreeing to settle all international disputes by arbitration." This expression of our views has been sent to the Provincial Government at Edmonton and also to the Dominion Government at Ottawa. Similar resolutions have been sent to Ottawa by the U.F.A., the U.F.W.A., the United Farmers of Manitoba, Local Councils of Women, the League of Nations Society of Canada and various other organizations throughout the west. The Catholic Women's League which met recently in Calgary considered the same question. The Government has promised serious consideration of this problem and some of the more progressive members of the Legislature are continually urging action.

My own interest in the question of International Peace developed during a course in Modern French at the University of Geneva in Switzerland. Among the lectures we heard members of the League and other peace organizations discuss ways and means of inducing the nations to settle their differences by other methods than fighting. In the classes and at the soirées where twenty nations were represented, we saw the possibilities of peoples of different races living peacefully together—a French professor becoming fond of his German students, a Dutch girl and a Swedish boy, an American and an Austrian dancing and singing together.

Last year, then, it was with pleasure that I joined a group of Labor women desiring guidance and leadership in studying the subject of International Peace. We sent to the Vancouver office of the Women's International League for Peace and Freedom, for literature, and we met once a week—just a small group—for reading and discussion. Once begun, we found material on all sides: *The Literary Digest*, *The Christian Century*, *The Nation*, the U.F.A., the pulpit, the daily press—all talked about peace. As one lady remarked: "It's surprising how you find peace discussion everywhere, once you begin to look."

Our discussions led us into the realm of economics—for the cause and basis of war are economic—into religion and philosophy, into literature and music. One of our group remarked that she was getting a broad education from the study. And how delightful to help a group of eager women to "get an education" for themselves, after trying daily to cram what is called education into unwilling heads!

Our study made us so enthusiastic that we took up the question of Canada signing the Optional Clause of the Court of International Justice with our townsfolk. We sent a letter around to all the women's organizations, to the lodges, the unions and the church societies asking their opinion of the resolution; and got it endorsed by over eight hundred people, including the Ministerial Association, the Daughters of the Empire and the church associations. This we sent to Ottawa to add to the plea of the teachers, the farmers and the other organizations of thinking men and women throughout the country.

Next we went to our local newspaper and asked if they would like a column of "notes and comments on International Peace" once a week. The editor was most cordial and welcomed our suggestion. So a committee was formed to glean and organize the notes. This made us clarify our thoughts in order to publish them. And we've never missed our weekly article since.

We have found much kindly help in this work. Several of the local clergy have written or collected our column for us. Several teachers both from the Public and High Schools have given us our week's clippings or contributions and suggestions. These have been encouraging as well as enlightening. Lately the "News" has taken up the subject and printed editorials on peace and its problems.

Altogether the year's work has been a delight. The connection with other groups is, I am convinced, one of the best ways of keeping a teacher out of a rut. It takes time; one may have to give up a bridge party, or mark exercises during the noon hour, to make up, but it seems to me infinitely worth while. It vitalizes one to follow out a vital subject. And surely that's what we teachers need—renewed vitality. In the strain of class routine we are apt to grow dull and mechanical. This subject makes one's work itself more interesting. Our literature selections: are they making for peace or war, for a narrow nationalism or the new, broad, international consciousness? Our geography: does it make us snobs, nationally, or does it teach the children that each race has something to contribute to the common weal; or that we are different because of our position and climate, but not necessarily better therefore? And so on.

Besides the added interest possible in our work, there is the new interest—the fascinating subject of international relations. There is the story of the struggle for coal in the past; the struggle for oil now going on; the plans of the League in Europe; the plans of a Kellogg in America; the work of the thinkers of the world, from the moderate "World Alliance for promoting International Friendship through the Churches," with the Archbishop of Canterbury at its head to the "No More War" parades of the more radical pacifists. It's a thrilling subject for study, fellow teachers. It's a particularly interesting experience to study it with a group of Labor women with their different views and different outlook. I recommend it as a splendid winter tonic, both mental and spiritual. It's a decidedly worth-while experience.

# The A.T.A. Magazine

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**BLAIRMORE SCHOOL BOARD**  
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## Editorial

## WHY? THE REASON WHY.

WE have been reviewing some of our files recently with a view to making yet another analysis of the argument so often presented by members of school boards guilty of questionable conduct in dismissing their teachers:

"Why is the teacher permitted to give 30 days' notice of termination of agreement at any time, when the Board has got to have a meeting and tell the reason why they want to get rid of him?"

\* \* \* \* \*

THE unspoken reply inevitably rises to the mind of the A.T.A. representative: "The evidence, or rather lack of evidence, before us this evening surely proves the justice of the principal involved in Clause 6 of the Form of Agreement." The reason "why" is a brake on indiscriminate, precipitate action on the part of a certain type of school board, and, in a measure, lessens the liability of teachers being driven out of schools on frivolous, trifling, irrelevant pretexts but very remotely bearing upon the teacher's efficiency or the quality of work rendered in the classroom itself. We say "lessens the liability," it does not entirely prevent it, because the "reasons" discussed at the meeting not infrequently lack the hall-mark of sincerity; the real reasons are snugly quartered away behind the reserves, leagues from the seat of operations, never intended to be brought into action. More often than not it is a case where certain members of the Board, or persons influential amongst members of the Board, for some outside reason or reasons do not want a particular teacher there; therefore the teacher's efficiency or suitability for the school to the contrary notwithstanding, they raise all kinds of trifling, irrelevant charges against the teacher. If nothing definite can be raked up, the old hackneyed smoke-screen is spread: "I have been elected by the people to 'run' this school; my colleagues and I have come to the conclusion that the interests of the children and of the teacher can best be served by having a change, so I'm going to vote for the teacher being given 30 days." Crocodile tears bulge the surface of blinking orbs, gleams of self-pity pierce through; a duty, heroic because so unpleasant, must be performed because impelled by the dictates of a simon-pure conscience.

"O cursed spite, that I was born to put things right."

"Why O why should you prolong our suffering, this pain, why did not you go quietly without all this fuss?"—this wanting to know the reason why?

"It hurts us more than we can tell to do what we have done to one whom we respect so highly, but (it) for your own good and the good of the school, and we'll give you a good 'recommend' if you accept our decision without further trouble."

**T**HIS pantomimic display is by no means exceptional when a "raw" deal is being consummated. Our experience is that when real bona-fide reasons are available the members of the Board make little display of sentiment; they are frank, business-like, firm and explicit; there is no prevarication, neither do they object to being obliged to state and discuss their reasons for terminating an agreement. In these cases there is little complaint about the agreement and the school meeting is never succeeded by a surreptitious buttonholing of the teacher's representative and protestations made of righteousness and sincerity, and: "There is more behind this than can be talked about in school board meeting, but we don't want to hurt the teacher."

\* \* \* \* \*

**I**F there are "reasons" which cannot be laid before the school board meeting for dismissing a teacher, the logical inference is that the teacher's doom has been sealed by Star Chamber methods, and it was to prevent this very thing that the A.T.A. strove for years until success crowned their efforts to provide for teachers a trial or hearing before sentence be delivered. Clause 6 of the prescribed form has done much to remedy the matter, but until it is definitely established and required that the reasons for dismissal or termination of the teacher's agreement be proven, the clause will not produce the full measure of usefulness; it will not prevent manufactured allegations being submitted as "reasons" in order to hide the real cause for their action. A school board who disposes of a teacher's services for other than educational reasons is surely acting corruptly or *mala fide*, that is, for a purpose other than that for which their statutory powers were entrusted to them and the courts or some other tribunal—the Board of Reference for instance—should be entitled and indeed bound, to hold that action so taken is outside their statutory powers and therefore void. Lord Justice Warrington, during a recent appeal involving the dismissal of a teacher for alleged uneducational reasons said:

"It may be also possible to prove that an act of a public body, though performed in good faith and without the taint of corruption, was so clearly founded on alien and irrelevant grounds as to be outside the authority conferred on the body and therefore inoperative. . . . . the Court would declare the attempted dismissal to be void."

The excerpt printed on our front cover page entitled "Hands off the School!" gives point to these contentions and those truly interested in the welfare of the pupil, without considering the teacher at all, must surely acknowledge that anything which would prevent other than educational factors being brought into play with respect to the dismissal of teachers, would be a boon and blessing to our school system.

\* \* \* \* \*

**O**UR Clause 6 goes far but not far enough to safeguard injustice to teachers and harm to the continuity of instruction to pupils. Here are a few ex-

amples of stupidity and injustice which Clause 6 was not able to render impossible. The teachers concerned had their contracts terminated. The real reasons for the action of the school board in each case were not presented at the meeting, but the burden of evidence circumstantial and otherwise, would convince those intimately acquainted with the facts in each case that the real "reasons" were as given below:

1. Teacher objected to filthy condition of school room the day after mid-week dance.
2. Teacher refused to place school board member's moron son in a higher grade.
3. Teacher went to dance with her fiance and returned home late (early) on one occasion.
4. Teacher allowed her fiance to remain alone in the teacherage while the teacher herself went to a turkey dinner. (The gentleman involved was too sick to walk the three miles with the teacher. The school board refused to allow a girl from outside the district to board with the teacher in the teacherage.)
- Moral:** Teacher! Be not wooed, or only permit your wooing to be done on the street in broad daylight.
5. Mother of teacher quarrels with lady chairman of school board.
6. Son of chairman of board, just through Normal, ready to step into a position.
7. Teacher is a Roman Catholic.
8. Teacher is a Protestant.
9. Teacher changed her boarding house; therefore she is a victim of tuberculosis and nobody else in the district will board her; besides retention in the school would imperil the lives of children.
10. Teacher's wife puts poison in kitchen to kill mice and gopher guests. School board member's dog uninvitedly visits teacher's kitchen, gobble bait and passes to a better world.
11. Teacher buys farm which chairman of board desired to purchase.
12. Younger teacher required—Present teacher approximately 35 years of age.
13. Teacher had been known to smoke cigarettes in his boarding house.
14. Teacher absent during attack of scarlet fever and bronchitis—Board intends to avoid paying salary during sickness.
15. Teacher refuses to forego salary while school is unlawfully closed by board.
16. Board intends engaging another teacher on initial standing on schedule.
17. Teacher differs from members of board in political argument during election time. Argument commenced by member of board.
18. Teacher's father a prohibition "crank."
19. Inspector told ratepayer that some teachers in his inspectorate are receiving \$100 per annum less than this teacher.
20. Teacher strapped boy for indecency.

21. Lady teacher refuses to respond to advances of secretary-treasurer.

22. Drinking fountain cracked. Teacher refuses to confess falsely to damage done; therefore teacher is a "liar."

23. Teacher's English is too "flat" (scarcely one person in the district is able to understand, much less converse in English).

24. Teacher's father with mind unhinged as result of accident and prolonged ill health following, committed suicide.

25. Teachers investigate and bring to attention of Board moral delinquency of school pupils. Investigation proves teachers acted discreetly.

26. Teacher has temerity to press for payment of part of salary, hundreds of dollars in arrear.

27. Teacher teaches a lot of useless "stuff" which "ain't education". (Alleged useless stuff is part of prescribed Course of Studies).

28. School board member receives warning from Department re non-attendance of children at school.

If time and space permitted, the list could be continued indefinitely.

\* \* \* \* \*

**T**HE cases cited above surely prove that there are numerous instances of abuse of statutory powers conferred upon school boards, and this abuse alone should be sufficient justification to require a school board to state, nay prove an educational reason. Not only would this afford some protection to a public servant, but at the same time, tend to guarantee purity of motive on the part of persons elected to a position of public trust. We reiterate that school members who object to stating the reason why, do so because there is but one alternative to speaking the untarnished truth respecting the teacher's dismissal and by so doing appear trivial, if not ridiculous; namely, cloak what is trivial or irrelevant by raising false reasons for their course of action. No reputable employer objects to letting his servant understand the reason "why," and few there are who adopt an attitude: "*Caesar hath spoken! Yours not to reason why,*" when letting-go an employee. Neither does he consider it hurtful to his *amour propre* to show just cause. However, there are others who view the question from what they conscientiously consider a "commonsense" standpoint. "Teacher and Board," they say, "should be in exactly the same position; either both parties should be able to terminate the agreement without cause or both should be required to shew cause." We don't know that there would be any particular objection to the teacher being compelled to shew cause, for to be quite frank, the action of a small number of teachers who capriciously change schools and leave school boards "high and dry" without teachers makes the situation difficult for all. But would it work? The exception would prove the general rule, that a teacher has too much at stake to wantonly change his position. An employee who has an opportunity to better himself is generally conceded

the right to do so even by the employer whom the change might inconvenience. It is apparent also that an employee compelled to serve in a particular position after the opportunity for advancement presented itself would have considerable difficulty in throwing himself wholeheartedly and enthusiastically into his work; consequently it would militate against both school and pupils for a teacher to be compelled by contract to serve except his heart be in the work at that particular place.

\* \* \* \* \*

**I**DENTICAL conditions for each party governing termination of agreement is quite reasonable and fair if all parties to it have the identical interests and property at stake in the agreement. We contend that such is far from being the case here. Here are some of the things the teacher has at stake in an agreement:

1. *His bread and butter.* The school board cheque is usually his only means of livelihood.

2. *His professional reputation.* Dismissal by a school board is in itself an implication of inefficiency or misconduct. It hurts his chances of advancement and re-engagement with other school boards.

3. *Severance of home ties and local social life.* Dismissal means dislocation of home, paying the expenses of such moving, he and his wife and family must once again enter another community and find new friends, his children another school, etc.

The feeling of humiliation at being "fired" is difficult to approximate and can never be compensated for in a pecuniary or any other way.

School board has at stake:

1. *The loss of a teacher.* On the other hand the Board may run no particular risk in this regard, for there is every chance of obtaining as good or even a better teacher. In the latter case the interests of the pupils are not prejudiced at all.

2. No loss of reputation at all unless unfair treatment of a teacher has been proven and well advertised.

3. The amount of time absorbed by a board in meeting assembled in accepting a teacher's resignation; the cost of advertising for a new teacher maybe; the consideration of applications and the appointment of another teacher. The cost is negligible and infinitesimal to each rate payer, compared with the loss borne by the one individual, the teacher.

\* \* \* \* \*

**I**T is apparent therefore that justice and fairness requires that the teacher should have greater safeguards against termination of agreement than should the school board. The teacher's security is, figuratively speaking, a matter of "life and death" to him, but the dismissal or engagement of a teacher may be a mere matter of procedure on the part of the school board. It is the personal involvement that is so all important; only a change of teacher caused to school board members a loss of business, or damage to their farms, could it be argued that the provisions respecting termination of agreement should be equivalent or identical. Besides

this it must be borne in mind that a teacher has so many people to satisfy—board members, parents, pupils—and perhaps the danger of church, political, business and local society influences may not be absent under present circumstances. On the other hand, the Board has but one person, the teacher, to satisfy with respect to the agreement. The School Act requires the teacher to perform certain functions and duties separate and distinct from the authority of the school board. School board members have not been unknown to disapprove of these obligatory functions and duties being performed by the teacher; the teacher fulfills the law offends the school board, with the result that he is "fired." Some board members and influential rate-payers never forgive, an attendance report being forwarded to the Department; the failure of their children to pass, or the teaching of so-called "useless stuff" required by the Inspector and the Course of Studies: nevertheless the teacher must "go." But the real reasons are not given. Any old reasons at all will do if only they can be "put past."

\* \* \* \* \*

**A**NOTHER facetious line of argument is often presented, it runs something like this: "If a teacher isn't wanted he had better get out." If this is to be accepted in all its nakedness, then we arrive at a political, economic and social impasse, for it would be practically impossible for scarcely any member of parliament, any cabinet minister, any director of a company, any servant to serve or remain in office. Every election shows somebody doesn't want the individual elected or appointed to office; but, luckily majority will prevails, even if the pros be 50.01% and the anti's 49.99%. School boards are not the only people concerned in the school, so why should a teacher be compelled to "pull up stumps" because two out of three individuals so desire it. If the assumption be that school board members are always acting in accordance with the majority opinion of those whom they were elected to serve, there would be a real point and punch to the argument, provided the electorate is fully informed on all the facts of the case. It must be remembered that the members in the majority of cases know little, if any more, about teacher's work than the teacher knows about the trade, vocation, or occupation of the members of his school board.

\* \* \* \* \*

**W**E'RE all members of school boards in the same position to judge or gauge the efficiency of teachers as is the farmer of a hired man, or the store-keeper of his clerk, the argument would apply with force. But they are not, and therefore a teacher's efficiency and his permanency of tenure in a school should not depend upon their judgment. "He who pays the piper calls the tune" does not apply here. School board members do not "pay the piper"—the public does. We would have no objection whatever to the piper calling the tune; the public uninfluenced by false information and private prejudices is fairminded and generous. But it is more impracticable to submit such

matters as the hiring and firing of teachers to a plebiscite of ratepayers than it is possible to make every school board member a competent judge of school work. The public have a right to be protected from trifling, irrelevant, uneducational reasons being brought into play in school affairs. The reasons "why" need not necessarily be unconsciously given by school board members; nevertheless owing to lack of technical knowledge or school affairs the reasons "why" may not be reasonable reasons and action upon these unfounded reasons may be hurtful and unjust, not only to the teacher but to the pupils and public whom the board ~~had~~ members have been elected to serve. All these considerations, and a host of others could be detailed but surely enough has been said to justify the "Why?" of the "Reason Why."

## Obituary

### JOHN LORD

The Alliance and all friends of Mr. G. Lord, newly appointed Principal of the Edmonton Normal School extend deep sympathy to him and his family on their recent heavy bereavement. John Lord, his ten year old son, was stricken shortly after returning from a camping holiday with his parents and brother and he passed away at Calgary after a very short illness.

The funeral took place in Edmonton on August 30th.

### EWART BERESFORD

Tom Beresford of Central High School, Calgary, mourns the untimely accidental death of his brilliant 22 year old son, Ewart, while bathing at Sylvan Lake during August. Ewart Beresford expected next session to enter upon his senior year honors' chemistry course at the University. During vacation he was working hard with Dr. Scott in the Biochemistry department and went to Sylvan Lake for a weekend rest.

Mr. Beresford Jr. intended after graduating from Alberta University next year to do post-graduate work with Dr. Collip at McGill.

He was particularly able and energetic in every way and devoted considerable time outside his studies to University activities. He was a leader in the Student Christian Movement and Chairman last year, of the Sunday Service Committee.

Father and son were eagerly and happily anticipating next University Convocation, they expected to receive together their graduation diplomas.

## LETHBRIDGE

At the June meeting of the Lethbridge High School Local officers were elected for the period June, 1928, to May, 1929, as follows:

President: A. Wade.

Vice-President: Miss O. Haw.

Secretary-Treasurer: L. Good.

A review was made of the year's activity of the local, and a vote of thanks passed to the retiring officers, Mr. Lonsberry, Miss MacNaughton, and Mr. Edwards. The local had included in its membership twelve of the teachers serving on the High School staff during the year. The plans of the A.T.A. Educational Publicity Committee for an Alberta school week were endorsed.

## The Prosings of a Pedagogue

W. T. ROYCROFT

**O**N what subjects should the Public school concentrate? This is a question which, during the past few years, crops up here and there every now and then. It must be admitted that the up-to-date, all-embracing course of studies has not been successful in its bid for popular favor. Even to those who compile it, it appears to give but short-lived satisfaction, for no sooner has it been launched than we find its sponsors assembled in solemn council making adjustments. The intelligent parent still demands that, at the completion of the Public school course, the pupil shall have acquired a taste for readings, shall be able to express himself clearly and correctly in writing, and shall have a thorough grounding in elementary mathematics. It is obvious that the more the programme of studies is widened the less time can be devoted to these essentials.

Just now the Ministry of Education of Northern Ireland is on the defensive, and one of the Belfast dailies hastens to its aid with an editorial and a headline announcing an "advance all along the line." If the discussion which took place recently in the Northern Parliament is any index of popular opinion, considerable dissatisfaction must exist regarding the results obtained from the present curriculum. The Minister admits that the widening of the programme has resulted in less attention being paid to Arithmetic and English Grammar, "with perhaps some falling off observable

in knowledge of the mathematical processes and in Spelling." The inspectors are, however, convinced that a vast improvement has been effected in late years in the power of the average pupil to read intelligently and to convey to others in spoken or written language what he has read.

Enquiries made by the Ministry from employers, regarding the calibre and equipment of those now entering their employment from the elementary schools, elicited a piece of information which affords but little grounds for satisfaction. It appears that, while these recruits are not inferior to those of former days when judged by the amount of knowledge they possess or by their mental alertness, yet it is the unanimous opinion of their employers that they do not work so hard as their fathers did. As, however, the employers also state that this last is now a characteristic of all employees, young and old, in Northern Ireland, it must be admitted that the course of studies in use cannot be responsible for its existence.

The general opinion of the members of the Opposition is that the present curriculum is too wide and diffuse and that the Ministry must guard against a lowering of the standard in essential subjects. The chief spokesman of the Opposition thinks that children should be made to realize the dignity of labor. "They should be taught that not only must they demand a fair day's wages for a fair day's work, but that they must give a fair day's work for a fair day's wages."

All of which goes to show that in Northern Ireland educational problems—to say nothing of the critics and their criticisms—have much in common with those that exist in Canada.

## Building For Peace

R. J. C.

In *Olives of an Endless Age*, by H. N. BRAILSFORD

"SOCIETY is a living organism, one in origin and purpose though manifold in its operations. Our problems can only be solved by the consciousness of the earth as one great family, and an endeavor to express this reality in all our relationships." So says a wise man of the Orient. And another seer almost two thousand years ago said: "He hath made of one blood all nations to dwell on the face of the earth." The ideal of world brotherhood was born in the mind of the ancients. But the consciousness of mankind as one great family is slowly emerging from the sleep of the ages in our own generation. The interdependence of each country with all the others is increasing year by year. Railways, steamships, airplanes, telephones, wireless, radio girdle the earth binding the nations in economic bonds.

The wars of history have been mother earth's family jars. Then came the great war, which was not a mere jar but a convulsive quake, when the mother in the agony of her throes brought forth the League of Nations. "The League," says H. N. Brailsford, in his latest book, *Olives of an Endless Age*, "is nothing less than the first model of an engine destined to control the world." "First models" are the embodiment of a great idea, but are always crude, and have ahead of them an endless series of modification, renovation and expansion.

Basing his faith in the future of the League on the magnificent work already done through its various activities, the Health commission, the economic conferences, the International Labor office, the mandate's

commission, he paints in imagination a brilliant picture of its possible future accomplishments. He anticipates the evolution of the League until it becomes the centre of a world government with its world courts, its international legislature, its international college for the training of any international civil service; an international university and banks constituted on the international model. He makes a summary of what he says seem to him "the conditions of a stable peace."

"The first is that the great powers should bring themselves to sign unlimited arbitration treaties. The smaller powers will be only too willing to follow.

"Second: Imperialism in all its phases is thereafter the central problem. (a) That the League's supervision of mandated areas should become more effective. (b) That all non-self-governing colonies in Africa and the Pacific, should come under this system, with the rule of the 'Open Door,' and the absence of all discrimination in trade.

"Third: The national state must cease to be protector and promoter of the trade and investments of its citizens beyond its frontiers. The League's courts must replace it in performing these functions.

"Fourth: The world must build up its international organization to regulate the distribution, and if possible, also to stabilize the prices of raw materials and staple food stuffs. (In connection with such a suggestion he points to the feat in organization accomplished by the Allies in assuming control of the world's wool-clip during the war, and apportioning it to the world's industries.

"Fifth: The League must organize such financial aid and administrative guidance as weak and backward states may require.

"Sixth: The League should extend its protection to all national minorities of Europe, and draft a charter which should define their rights.

"Seventh: If the problems of Imperialism and nationality have been so far solved, regional groupings or federation on a continental basis may become possible within the League.

"Eighth: As a result of all these steps, disarmament becomes a possible policy. It should take form on a co-operative plan of modest police force, military and naval, to support the authority of the League of Nations against any possible aggressor.

"Ninth: Finally, to ensure that world problems may be solved before they give rise to dangerous disputes, the League must evolve an effective Legislature. There can be no peace without a provision for change. If only at first as a consultive chamber, there should be created a world assembly which represents parliaments in some rough proportion to population, and work by a majority vote.

"These, it may be said, are exacting demands. They require an international morality far beyond our present stage of evolution. They demand, in short, rather centuries, than a generation for their gradual adoption. It may be so, but in that case, our fate will overtake us while we are still admiring the slow progress of history. The world cannot count on geologic ages for the development of the social sense. The society which cannot adapt itself promptly to the rapid changes of its environment is doomed to perish. Peace is no longer in the modern world a lofty ideal. It is the condition of our survival."

Then in a humorous and satiric vein, the author arguing with himself, continues:

"It would be an edifying sight to see, if we might live to witness a procession of potentates and princes, lit by your friendly star, on their way to the cradle of Geneva. Comrade Stalin would bring frankincense and Mr. Coolidge myrrh and both should join Mr. Baldwin in doing homage to the improvements which you have so thoughtfully introduced to Mr. Wilson's stable. May we both live to see the Standard Oil and Royal Dutch stripping themselves of the protection of the two greatest navies of the earth, that they may bend their necks to the League's courts. I should rejoice with you if the British Empire moved by your preaching, were to fling half of Africa and sundry trifles of comparative magnitude upon the bonfire of vanities which you shall kindle in the market place of Geneva. The angels would carol with us, while Admiral Jellicoe directed the most ruthless destruction of his super-dreadnoughts. My heart glows with yours as I picture Trotsky and M. Poincare, and shall I add Mussolini crowning themselves in the council of your regenerated League with olives of an endless age."

But I shall not close with this somewhat cynical note but will quote further a sentence or two near the closing of the book: "If we rely on the silent workings of destiny to ripen and mature the League, our fate will overtake us in our sleep. Our only hope lies in this, that the penalty of inaction is so terrible, that it may work upon our minds and stir us to great effort. Only by healing our divisions and concentrating our wills can the friends of constructive peace expect to hasten the great change within the space of years on which we may count. Not without labor and struggle shall we crown ourselves with Olives of Endless Age."

### A NOBLE CALLING

THOSE who have followed the proceedings of the Canadian Teachers' Federation in this city must have been deeply impressed by the earnestness of the delegates to enlarge and improve their field of public service in their chosen profession.

The average man seldom comes in contact with the teachers in our elementary and high schools. He is therefore apt to take them and their work for granted, like the post office. If he thinks of them at all it is only as a part of an education system which costs a great deal of money to maintain.

For centuries teaching has been regarded as the Cinderella of the professions, ill-paid and ill-respected. Even today when we hear mention of our schools it is of the buildings and the material aspects of the education system that we first think. The spiritual forces as represented in the teaching staffs only come in as an afterthought, if they come in at all.

Such conferences as that just held by the teachers of Canada serve many useful purposes, one of which is to awaken in the layman a new sense of values. It is not the taxpayers, nor the departments of education, nor the school boards who make the school. It is the teacher who makes it. As Carlyle said, "Get your man, and all is done." It is not the education system; it is not even the curriculum or the text books, much less the elaborate and imposing buildings of brick and stone, that make the school. It is the teachers who make it. They are engaged in what, if conscientiously undertaken, is the most difficult and delicate as well as the most momentous of all public services. Let us, then, pay our tribute of grateful respect to that profession which Ian Hay, in his "Lighter Side of School Life," described as the most responsible, least advertised, worst paid and yet most richly rewarded profession in the world.—Winnipeg Tribune.

### COMPLETE STAFF OF PROVINCIAL NORMAL SCHOOLS

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## OUR TEACHERS' HELPS DEPARTMENT



Director

TEACHERS' HELPS DEPARTMENT  
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**A**NY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

### ARITHMETIC

**Grade I**—(a) Informal lessons every day as indicated in the Course of Studies.

- (b) Counting to ten.
- (c) Recognition of groups that make "2" and "3".
- (d) Recognition of the symbols 1, 2, 3 and 4.
- (e) Comparison of objects as to size.

N.B.—Use objects freely. Keep the work concrete. Rhymes to impress the number sequence might be used. Help the child to see that when he is counting by "ones" he is really using "one" as an addend.

**Grade II**—(a) Review Grade I work. Use different methods. Review by doing the combinations and separations of each number; by using those with "one" as an addend, and those with "two" as an addend; by doubles and those closely related to them, etc.

- (b) Drill on rapid adding to "ten."
- (c) Three oral problems per day.
- (d) Writing and recognition of symbols to "100" with place values.

(e) Count to 100 by 10's.

(f) Add or subtract "one" to or from numbers.

**Grade III**—(a) Review and drill number facts taken in Grade II.

- (b) Addition with carrying, results not greater than hundreds.
- (c) Problems based on these number facts; one-step problems.
- (d) Telling time in minute spaces.

**Grade IV**—(a) Review work in simple rules covered by Grade III, giving careful attention to combinations and endings. Insist upon checking, as per "Course of Studies" in all four rules.

(b) Stress rapid calculation in addition.

**Grade V**—(a) Rapid calculation involving four simple rules. Time this work and do not sacrifice accuracy for speed.

(b) Table of time.

(c) Pint, Quart and Gallon.

N.B.—Be sure the pupil knows whether to multiply or divide to change from one unit to the other. Do not be afraid to spend time on one-step reduction, both oral and written. Two-step and three-step will then be much easier.

**Grade VI**—Note: It is suggested that anything like a thorough review of the work of the previous grades, as in Section 1, Course of Studies, be not made in September; that the work of Grade VI be taken up immediately, and that as new processes are learned, they may be applied to the work of the previous grade. Probably some review work should be carried out, but the emphasis should be placed on the new work.

(a) Factors, multiples, etc., as outlined in Section (4) (a), Course of Studies.

**Grade VII**—September and October: Review of fractions, denominative numbers, volumes and areas, bills and accounts.

**Grade VIII**—(a) Review of fractions and decimals.

(b) Simple percentage.

(c) Profit and Loss.

(d) Graphs.

### ENGLISH

**Grade I**—(a) Teach the following words and phrases: Red, blue, green, yellow; run, jump, hop, skip, march, sit, stand; dog, hen, cat, pig; chair, table, window, door; I can, I see, I am, are you? I have, this is, it is, is it? she has.

(b) "The Little Red Hen" book to be begun in September and half finished by the end of October.

(c) Stress vocabulary of "The Little Red Hen" book.

(d) Phonics: m, e, a, s, t, ee, p, l, o, h.

Language and Literature for September and October:

N.B.—Every lesson must be a language lesson.

(a) Memorization and Dramatization: (1) Jack and Jill; (2) Tom Tinker's Dog; (3) Betty Pringle; (4) Little Boy Blue; (5) Betty Blue; (6) Little Bo Peep; (7) Little Miss Muffet; (8) Hi Diddle Diddle; (9) Two Optional Rhymes; (10) Pease Porridge Hot; (11) Little Polly Flinders; (12) Mix a Pancake, by C. Rosetti

(b) Re-telling and dramatization by pupils of episodes of the story "Billy Goat Gruff," or "How the Bee Did It."

(c) Informal conversations on topics suggested in the "Course of Study," Part I, pp. 50-51; also on topics suggested in the Course on Elementary Science and Citizenship. Incidentally correct all errors in speech.

(d) Make a beginning towards the development of the "Sentence Sense" as suggested in the "Course," Part I, p. 51.

(e) Drill on the correct use of "I saw" and correct pronunciation of "yes."

(f) Story-telling or reading by the teacher. See minimum requirements for Nature stories in the "Course."

**Grade II**—While pupils should hear all selections for Memory Work and should know parts of them, it is not expected that all verses should be memorized. The optional memorization is taken from the "Canadian Reader," in accordance with the "New Course of Studies."

In Supplementary Reading, at least two readers should be used with such additions as the teacher finds necessary.

In Literature two stories are given for each month, and it is expected that the teacher will select one of the two for telling.

The poem called "The Months" in the "Canadian Reader" may be profitably used throughout the year.

(a) Phonic and phrase drills.

(b) (i) Reading: Crail (1) The Fisherman and his Wife; (2) "The Morning Hymn," (ii) Silent Reading and Reproduction: "Baby Bear Mends his Chair."

(c) Memorization: (1) "The Swing" (2) "Autumn Fires."

Optional "Lady Moon."

(d) Literature: "The Poy Who Cried Wolf" or "The Fox and the Crow."

**Grade III**—(a) Literature: "The House in the Woods."

(b) Memory: (1) "The Rockaby Lady." (2) "Golden Rod."

(c) Stories: "Merry Animal Tales."

(d) Reader pp. 1-30.

(e) Dramatization: (1) "The House in the Woods." (2) To be selected.

(f) Supplementary Reading: "The Winston Reader" or similar book.

**Grade IV**—(a) Silent Reading: (1) "The Song of the Golden Sea." (2) "The Beaver." (3) "The Pot of Gold."

(b) Oral Reading: (1) "Harvest Time." (2) "Shoemaker and the Elves." (3) "Hindu Fable."

(c) Literature: (1) "Golden Windows." (2) "Damon and Pythias."

(d) Literary Pictures: "Pythias on the Scaffold."

(e) Memory: "Indian Summer."

(f) Supplementary: (1) "Cinderella." (2) "Rumpelstiltskin."

(3) "Brier Rose."

**Grade V**—N.B.—This represents the minimum required. While only one selection for silent reading is assigned each month it should be remembered that selections for oral reading are first read silently. Similarly selections for memorization are first to be taught as lessons in Literature.

(a) Literature: (1) "Copperfield." (2) "Jacques Cartier."

(b) Oral Reading: (1) "The Sea." (2) "Copperfield."

(c) Silent Reading: "The Buffalo."

(d) Supplementary Reading: (1) Poetry "Alfred the Harper." (2) Frose (a) "The Secret Garden"; (b) "Jungle Book."

(e) Character Study: "Waiter."

(f) Memory: "Psalm 23."

**Grade VI**—(a) Literature: (1) "The Song of the Lark."

(b) Memory: (1) "The Colors of the Flag."

(c) Oral Reading: (1) "A Thrilling Moment." (2) "The Story of Absalom."

(d) Silent Reading: (1) "The Hall of Cedric." (2) "Boadicea."

(e) Dramatization: (To be taken during the year) (1) "William Tell." (2) "The Wrestling Match." (3) "Horatius Defends the Bridge." (4) "Laura Secord's Escape." (5) "Oliver Cromwell at Home."

(f) Story Telling (To be taken through the year): (1) "Alfred."

(2) "Bruce." (3) "Richard the Lion Heart." (4) "St. George."

(g) Supplementary (To be taken through the year): (1) "Uncle Tom's Cabin." (2) "Robinson Crusoe." (3) "A Legend of Qu' Appelle."

(h) Optional: (1) "Perseus." (2) "Arthur." (3) "Siegfried."

(4) "Hercules." (5) "Galahad." (6) "The Cid." (7) "Daniel."

(8) "Roland."

**Grade VII**—(a) Literature: (1) "Treasure Island." (2) "All Else in the World." (3) "A Hymn for Canada."  
 (b) Memory: (1) "A Hymn for Canada."  
 (c) Silent Reading: (1) "For Love of a Man." (2) "Treasure Island."  
 (From the five books to be mentioned in this outline "Evangeline" and "Treasure Island" are imperative. A choice will be given of the remaining three.)  
 (d) Oral Reading: "Little Tavroche."

**Grade VIII—Literature**  
 Silent Reading: "For the Love of a Man."  
 Oral Reading: "A Piece of Red Calico."  
 Literature: (a) "To the Dandelion"; (b) "Rip Van Winkle."  
 Memory Work: "Trees."

#### ENGLISH LANGUAGE AND COMPOSITION

**Grade II**—(a) Composition: Review sentence construction; drill on capital and period. Teach saw, seen, did, done, it is I.  
 (b) Dramatization: "The Shoemaker and the Elves."  
 (c) Reproduction: "The Hare and the Tortoise."  
**Grade III**—General Suggestions: (a) Reproduction of Stories: (1) Reproduction of short stories, e.g., "Æsop's Fables."  
 (2) Finish a half-told story or finish a story when only the introductory sentence is given.  
 (3) Reproduction of Literature or reading lesson stories in short form with the idea of selecting only the main points given in order of sequence.  
 (b) Conversation lessons might include: (1) Nature and Citizenship lessons; (2) Imaginative stories.  
 (c) Give information tests. "Modern Practice in Teaching Composition," Decker, is suggestive.  
 (d) Oral work: Stories of two or more pictures; reproduction of stories; conversation lessons.  
 (e) Formal work: Review uses of capital letters, teach use of capital for first word of each line of poetry; review uses of period and question mark. Drill on correct forms, including to, too, two; their, there; as well as those mentioned in Grades I and II.  
 (f) Written: Have pupils copy sentences previously given by them, and written on the board by the teacher. Teach good arrangement of sentences. Drill particularly on good opening and closing sentences. Word building exercises: words ending in -tion, -able, -ight, -cast.

**Grade IV**—(a) Practice simple sentences.  
 (b) Oral: Three or four distinct simple sentences on given topics.  
 (c) Written: Same as oral; work to be in paragraph form, with attention to indentation, capitals, and ending.  
 (d) Systematic correction of special errors throughout the year.  
 (e) Suggested topics: My First Swim; A Wild Animal I Have Seen; My Pet; How I Help at Home.

**Grade V**—(a) Oral and written compositions require continuous practice throughout the year.

The work of Grade V is specially paragraph work. It is suggested that this be begun at the beginning of the term and carried on throughout the year.

(b) The list of thirty-five words, the meaning of twenty of which the children must learn, is as follows: permission, excellent, weapon, fable, opponent, language, splendid, observe, cautious, exclaim, relate, request, expedition, attempt, explorer, navigable, various, boundary, consent, presently, author, founded.

(c) Review: Singular and Plural; Masculine and Feminine; Statements, Commands, and Questions.

**Grade VI**—(a) Formal Composition: 120 minutes a week.  
 (b) From September to Christmas: Lay stress upon pronunciation and articulation drill, and elimination of the "non-pertinent" sentences in compositions, as per "Suggested Exercises," "Course of Studies."

(c) Commence letter files at the beginning of the term.  
 (d) Mechanics, letters, grammar, should be stressed throughout the year.

**Grade VII**—(1) Sentence Practice.  
 (2) Arrange a group of ideas in their order of importance.  
 (3) Direct and indirect narration.

**Grade VIII**—(1) All phases of composition, including oral, to receive attention throughout the year. It is recommended that one composition be done by the pupils each month, September-December: (a) Thought Work; (b) Sentence Practice; (c) Paragraph Practice; (d) Longer Composition.

N.B.—In Grades II-VII Miss Dickie's Composition be used to amplify the course.

In Grade VIII Miss Dickie's "Learning to Speak and Write" be used to amplify the course.

#### GRAMMAR

**Grade VII**—(1) Review phrases.  
 (2) Sentences—their kinds.

**Grade VIII—September-January:**

(a) Review of Detailed Analysis of Simple Sentences, and of

the parts of speech as outlined in the "Course of Studies," Grade VII.

(b) (1) Kinds of sentences (according to form): Simple, Compound, and Complex. (2) Clauses: Principal and Subordinate, Noun, Adjective and Adverb. (3) Clausal Analysis of reasonably complex sentences. Identify clauses, indicate relations, and thereby classify. (4) Detailed analysis of Simple, Compound, and Complex Sentences.

(c) Parsing: Part of Speech, Inflection and Relation.

(1) The Noun: Kinds: Proper and Common; Number: Singular and Plural; Gender: Masculine, Feminine, Common, and Neuter; Case: Subjective, Objective, Possessive.

(2) Pronoun: Kinds: Personal and Non-personal; Gender, Number and Case as in Nouns.

(3) Adjective: Teach Comparison: -er and -est with monosyllables; "more" and "most" with polysyllables.

(4) Verb: Kinds: Transitive and Intransitive; Agreement; Principal Parts; Voice: Active and Passive.

(5) Adverb: Kinds: Time, Place, Manner, Degree; formation from Adjectives.

#### SPELLING

**Grade II**—(a) Review of the Spellings of Grade I to be covered in September and October.

(b) First column, page 99, 42 words. Two-word families.

**Grade III**—For the whole year:

(a) Review Grade II work in September.  
 (b) Take lists in order: first term, second term, and supplementary.

(c) Teacher's list taken according to needs of class.

(d) Words and simple sentences to be given in the test period of every lesson.

(e) One day each week for review.

(f) Relative words to be taken with list.

(g) Suggested plan: (1) Teach six words per day from first term list; (2) Teach four words per day from second term list; (3) Teach six words per day from first 120 of Supplementary list and five words per day from the latter half of the same. (4) Teach word families during review in May and June.

**Grade IV**—(a) Review Grade III words during September and October—four days a week for term and supplementary lists, and one day a week for new words.

(b) First term words: Take the 1.3 words at the rate of six per day, the 1.4 words at the rate of five per day, and the 1.5 words at the rate of four per day. The list will then be covered in 29 days. A review of the list should be taken.

(c) Take the first seventy-four words of the Supplementary list at three per day.

(d) Time spent in thirteen weeks or to the first week in December. Remainder of term to be spent at review.

**Grade V**—Whole year:

(a) Up till Christmas gradually review Grade IV words.  
 (b) From September 1, teach fifteen words a week, from Grade V lists: first term, second term, supplementary list.

**Grade VI**—For the whole year:

(a) Spelling of the previous grades to be reviewed in September.  
 (b) Teach six words from list and two from teacher's list, daily as follows: Monday, Wednesday: first term list followed by second term list; Tuesday: supplementary list; Thursday: Demons; Friday: review by week, weeks or month.

(c) May and June: Review.

**Grade VII**—(a) September and October: Grades V and VI to be reviewed.  
 (b) Teach "Course" before using "Speller."

**Grade VIII**—(a) Review of words of Grades VI and VII to be completed not later than November 1st.

(b) September-December: Complete First Term list and teach half of the Supplementary List.

#### ELEMENTARY SCIENCE

**Grade I**—(a) Weather: The rising of the sun, the heat from the sun, the setting of the sun; changes in weather, the visits of Jack Frost, the first appearance of snow.

(b) The beautiful out-of-doors in which to play. The color of the sky, clouds, lights by day and night, colors in the sky in the morning and evening. Big animals in the cloud formations: camels, bears, elephants, sheep. A nature walk with the whole class.

(c) The Landscape: the green grass, yellow grain, trees, lakes or sloughs or rivers; flowers with their pretty colors; birds that fly around; the animals: cattle, horses, sheep, dogs, fowl, gopher, foxes, coyotes; the butterflies, mosquitoes, flies, bugs: what these mean to us.

(d) Garden flowers: Bouquets for home and school; pretty wild flowers for mother and teacher; plants in pots at home and at school.

**Grade II**—(a) Review of summer experiences as in "Course."

(b) Naming and recognizing five autumn-blooming plants: e.g., gum weed, many-flowered aster, purple aster, golden rod, sunflower. A general observation only.

(c) Characteristics of season, activities of father and mother because of season.

(d) Changes occurring in the "out-of-doors," coloring of the grain fields, leaves, etc.

(e) Birds: learn their color, flight, and song. Autumn activities: food, migration, stories about birds, children telling the stories about the birds, imagining themselves to be the birds.

**Grade III**—(a) Nature Study: Summer experiences at farm, at lake, on trips, at picnic, or at home. Include in these experiences descriptions of scenery involving mountains, woods, fields, lakes, or streams. Stress desirability of getting impressions in seeing, hearing, feeling, and smelling things. Incidents: storms, sunsets, temperature changes or characteristics; wild and domestic animals, birds and flowers are leads the teacher may give to draw out expression from the children. The sentimental aspect of observation may safely be dwelt upon in this grade. Brief stories of experiences should be written. Read stories of observations made and written about by others. A field trip. Flowers: golden rod, smooth blue aster, gum weed, many-flowered aster.

(b) Hygiene: Cleanliness: (1) General, (2) Care of teeth, (3) Uses of soap, (4) Posture.

**Grade IV**—(a) Nature Study. Collection of seeds: Three plants for detailed observation; talks on plants used for food. Garden plants and fruits, field plants, wild plants and fruits. Flax for manufacture into linen. Ants, grasshoppers; migration.

(b) Geography: General surface and climatic conditions of community.

(c) Hygiene: Cleanliness, health habits.

**Grade V**—(a) Nature Study. Review of topography of district: hills, hollows, sloughs, streams; directions in which streams flow; nature of soil: its covering, trees, shrubs, or prairie grass. Successful crops. The wild plants that are most common in the district and are in bloom this month. Of the specimens mentioned in "Course" if sufficient variety, take two from each class, compare them to discover the differences due to their places of growth. If not sufficient variety, take five specimens, compare them to discover their common characteristics that specially adapt them to their living conditions. How plants prepare for winter.

(b) Geography: Continents: (1) Position on globe and flat map; (2) Continents in order of size; (3) Coast-line: regular and irregular, oceans touching; (4) Amazon and Nile rivers stressed; (5) North America, very general study; (a) Drainage, St. Lawrence system, Mississippi system; (b) General surface; (c) Coast-line; Hudson's Bay and Gulf of Mexico; (d) Mention of largest cities; (e) Studies of maps and continents, and the marks indicating surface features; (c) Hygiene: Attention to physical environment and its effect on health. Frequent inspections, personal cleanliness; ventilation; temperature of room; eye strain; seating of pupils at desks; posture breathing; eating; physical exercises and games.

**Grade VI**—(a) Nature Study for September and October: (1) Collection of one group as in "Course" or (2) Home planting project, or similar scheme done at school; (3) Detailed study of two fall plants; purple aster, wild sun-flower; (4) Recognition of five specimens of noxious weeds, shrubs, grasses, trees, wild flowers, garden flowers, and grain. Make class collections of each. (Optional)

(b) Geography: September: (a) Canada's place in North America. Surface of Canada: The Western Cordillera, the Canadian Shield, the Acadian or Appalachian region, the St. Lawrence Lowlands, and the Great Central Plain: their formation, out-standing elevations, and drainage; rivers draining the western slope of the Western Cordillera, the lake systems of this region and their outlets; the lakes and rivers of the great central plain; the lakes and rivers of the St. Lawrence river system, the numerous lakes of the Laurentian region, and the chief rivers of the Acadian region.

(b) Climate: Compare the temperature variation, etc. Apply to the climate of Canada, the chief factors which determine the general climate of a country.

(c) Hygiene: Review general structure of the body and of the digestive system.

**Grade VII**—(a) Geography: Eurasia: Surface and climate as in "Course of Studies," Page 51.

(b) Hygiene: Review digestive, circulatory, and respiratory systems.

(c) Agriculture: Outline for Agricultural Course, Section I. September and October, Sections I and III at times when material can best be obtained.

**Grade VIII**—(a) Geography: general survey of the British Isles; England.

(b) Hygiene: (1) The Skeleton; (2) What to do when a bone is broken; (3) The muscles.

(c) Agriculture: Same as Grade VII.

#### CITIZENSHIP

**Grade II**—(a) Cleanliness. Suggested Stories: "The Pig Brother," on page 97 of the "Golden Rule Book."

(b) Punctuation: Tommy's Lesson.

(c) Care of books, plasticine, etc.

**Grade III**—(a) Continued discussion on Grades I and II

topics, Labor Day; The Family; Sense of Responsibility. Sec. A. (Stories).

(b) Suggested methods of handling topics: (1) Class discussion, personal experiences; (2) Stories; (3) Pictures; (4) Current events; (5) Note-book, personal experiences; (6) Games or dramatization.

(c) Suggested Stories: (1) "Boys and Girls from Wake-up Town" (Gunn & Co.); (2) Golden Rule Book, Book I (Macmillan & Co.); (3) "One Hundred Reproduction Stories," Kate W. Grove (Moyer, Edmonton); (4) "Mannikin in Manners Town"; (5) "Pansy Patch"; (6) "Stories Children Need" (Bailey and Sherwin); (7) "Aesop's Fables"; (8) "Grimm's Fairy Tales"; (9) "Andersen's Fairy Tales"; (10) "The Magic Garden"; "Tales of the Round Table." These books cover the work for the year, of course.

**Grade IV**—September and October:

(a) Direct experience of the child: (1) Discuss: Appreciation, Progressiveness, etc., of the Public Highways, Sidewalks and Paved Streets, Schools, and Churches; (2) Discuss Sunday observances; Respect for the Bible.

(b) Indirect experience of the child: (1) Stories on Manners; (2) History stories of the community.

**Grade V**—(a) Ethics taught by means of short stories and discussions about admirable people, each story illustrating some quality desirable in a citizen. A wealth of material can be found in "Andersen's Fairy Tales," "Golden Rule Books," "Book of Knowledge," and in the lives of world heroes and explorers.

(b) History Studies: By means of stories, oral and silent reading and pictures.

(1) Outline the code of honor on the board adding to it each month one quality to be magnified in the pupil's mind. Course (Page 133). A sense of justice is giving honor where honor is due. Recognition of superiority in an opponent. Taking defeat with good grace. Application to sport activities. Illustrations: "Robin Hood and Little John"; "Robin Hood and the Golden Arrows," etc.

(2) "Course," page 134(a).

N.B.—Do not over-emphasize this topic. Get pupils to recognize through graphic stories of Indian life the difference between the self-contained life of primitive peoples and the complex industrial life of today.

**Grade VI**—(a) Saxon Times (800-1066): A period of comparative community isolation, of binding force largely personal. Alfred the Great, Canute.

(b) Civics: Community League.

**Grade VII**—September and October: Part I, Page 138 of "Course."

**Grade VIII**—September to December: (a) History, Parts 1, 2 and 3 of "Course."

(b) Civics, (a), (b) and (c).

#### ART

**Grade I**—The exercises in Art should be taken in the following order. For detailed suggestions read "Course of Study." Exercise I: To model and draw various types of fruit shapes, e.g., apple, pear, orange, lemon, pumpkin.

**Grade II**—To model and draw vegetable shapes: beet, onion, carrot, potato, etc.

**Grade III**—Exercise I: To model and draw twigs and flowers.

**Grade IV**—Exercise I: Picture Study, "The Gleaners."

**Grade V**—Exercise I: Pencil renderings of animals and birds.

**Grade VI**—Section I of "Course."

**Grade VII**—(1) Working drawing of envelope to hold drawings; (2) Construction of envelope; (3) Block capitals and lower case letters; (4) Diagram of flowers; front and side views; (5) Paint California Poppy, Cosmos, or other flower.

**Grade VIII**—Making of case to hold drawings with working drawing of same. Roman capitals introduced. Lower case letters reviewed. Picture Study, "Aurora."

#### WRITING

N.B.—It is possible that the new Course in Writing that is being authorized by the Department may require a new outline. However, this may still be beneficial in the meantime.

**Grade I**—N.B.—In teaching forms of letters be careful to use exactly those given on Page 154, Revised "Course of Studies," Part II. Give continued drill on the oval for slant all through the year.

(a) Much drill on large oval at board, with drill at seats on position of paper, hands, body, arms, and feet.

(b) Tracing of a copy of the oval with a crayon or chalk for sake of position.

(c) When position is learned tracing of oval on unruled paper with crayon.

(d) Gradually reduce the size of oval on ruled paper to one inch, just to get size.

(e) Teach i, u, t, j, n, m, and exercises for these letters.

**Grade II**—September and October: Review all small letters (one-space letters) and figures. Special emphasis on the two- or three-space letters.

**Grade III**—(a) A thorough review of Grade II work. Cover the alphabet twice during the year. Small letters half-space, capitals one space.

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(b) Practise direct oval for making of letters that follow that form.

(c) Teach A, C, E, O.

(d) Practise starting curve for small letters. Then make letters a, c, o, d, g, q.

**Grade IV**—General Principles: (1) General Movement Exercises given each lesson. (2) Strict attention to instructions for the teaching of writing as given in the "Course," the alphabet to be covered twice a year, once before Christmas.

(a) Small letters: i, u, w, t, j.

(b) Capital letters: O, C, A, B, R.

**Grade V**—(a) o, n, d, c, e, l, u, v, w, n, m.

(b) O, C, E, A, H, M.

**Grade VI**—Note: Study and analyze the letter forms separately, concentrating upon one difficulty at a time. Then combine the letter forms in groups as aaaa, bbbb, ffff, etc. Follow up with short syllables as na, bu, hi, etc. Finally combine into words and sentences. At any stage confine practice to forms studied. Give some figure practice in every lesson. The division of forms by months is arbitrary and need not be rigidly adhered to:

a, i, u, w; A, C, O; l, 4.

**Grades VII and VIII**—September-December: Good position; proper pen-holding; freedom of movement, review of movement; exercises and principles of letter formation including all small and capital letter forms and optional ones; figures; particular attention to spacing, slant, and size of letters and words in sentences.

N.B.—From observation of the writing of many students we feel that we should emphasize the imperative need of insisting upon neatness in all written work. Every piece of written work should be an exercise in writing as well as in language.

## Outline for October

### ARITHMETIC

**GRADE I**:—(a) Counting: 1-29.

(b) Recognition of groups that make 4 and 5.  
(c) Recognition and making of the symbols 4, 6, 7.  
(d) Comparison of objects.

**Grade II**: (a) Teach doubles and their subtraction.

(b) Counting in any hundred space by 2's.

(c) Writing and recognition of symbols to 200 with place values.

(d) Teach cent, quarter, dollar and their signs.

**Grade III**: (a) Notation in numbers of four to six digits.  
(b) Complete addition with carrying, within notation limits.

(c) Problems.

(d) Begin subtraction with borrowing, using only two digits as 70-28.

**Grade IV**: (a) Complete multiplication tables to twelve times.

(b) Begin a study of problems, chiefly oral, at this time; general problems, including work with dollars and cents. A minimum of two problems per day, every month.

(c) Commence work with unit fractions.

(d) Stress rapid calculation in subtraction.

**Grade V**: (a) Reduction.

(b) Addition and multiplication of denominative numbers.

(c) Gallon, peck, bushel.

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**Grade VI**: (a) Addition and subtraction of fraction as Section 4 (b) and (c) "Course."

**Grade VII**: Review of fractions, denominations, numbers, volumes and areas, bills and accounts.

**Grade VIII**: (a) Simple interest, notes.

(b) Commission.

(c) Trade Discount.

### ENGLISH

**Grade I**: Tom Tinker, Betty Pringle, The Little Red Hen, Reading: Tree, went, up, loved, me. Under, some chicks, come. I love, I fed, I have, I had, it said, they said. Teach the rhyme, "Jack and Jill." Emphasize: hill, broke, crown, pail, down, fell.

Phonics: n, i, sh, oo, d, th, g, u, b, r, k, f, j.

Language and Literature: See under September.

**Grade II**: Reading: Oral: (1) The Water and the Pitcher; (2) The Sandman; (3) Wolf! Wolf!

Silent: (1) In a Minute; The Mouse and the Lion.

Memory: (1) The Owl and the Pussy Cat; (2) Bed in Summer. Optional: Frogs at School.

Literature: (1) What Broke the China Pitcher; or (2) Sleeping Beauty.

**Grade III**: Literature: Snow White and the Seven Dwarfs.

Memory: The Duel. Stories: Merry Animal Tales. Reader: pp. 30-55. Dramatization: to be selected. Supplementary reading: Winston Reader or similar book.

**Grade IV**: Silent Reading. An Indian Summer Carol; The Wonderful Journey; The Three Minstrels.

Oral: Hiawatha's Hunting; Tom the Water Baby; Columbus and the Egg. Literature: Michael; Phaeton. Memory: Canadian Herd Boy. Literary Pictures: Hiawatha in the Forest; Columbus at Court. Supplementary: The Three Golden Apples; Prosperine; Orpheus and Eurydice; The Gorgon's Head.

**Grade V**: Literature: Loss of the Birkenhead; An Adjudged Case. Oral: Loss of the Birkenhead; The Outpost; Silent: Robinson Crusoe; A Tidal Bore. Supplementary: See under September. Character Study: Robinson Crusoe. Memory: Sands o' Dee.

**Grade VI**: Literature: A Scene from William Tell. Memory: The Splendour of the Days. Oral: The Burial of Moses; A Scene from William Tell. Silent: The White Horse Plain; The Oasis. Dramatization, Story Telling and Supplementary Reading: See under September.

**Grade VII**: Literature: King Arthur and His Knights; Treasure Island. Memory: The Hayfield; The Corn Husker. Silent Reading: The Four Horse Race; The Dandelion; Treasure Island (cont.). Oral Reading: Mending the Clock.

**Grade VIII**: See under September.

### WRITING

**Grade I**: N.B.—In teaching forms of letters be careful to use exactly those given on page 154, Revised "Course of Studies," Part II. Give continued drill on the oval for slant all though the year.

(a) Teach loop letters e, l, b, h, k, f.

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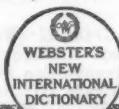
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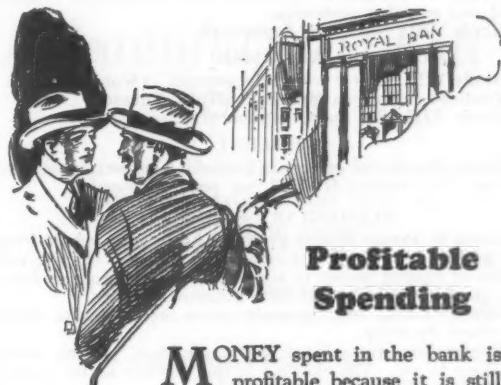
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(b) Making of the symbols 1, 4, 6, 7.

**Grade II:** Review all small letters (one-space letters and figures. Special emphasis on two and three-space letters as in September.

**Grade III:** (a) Practice stem for letters H, M, N.

(b) Teach letters.

(c) Small letters m and n.

**Grade IV:** General Principles: (1) General movement exercises given each lesson. (2) Strict attention to the instruction for the teaching of writing as given in the "Course of Studies." (3) The alphabet to be covered twice a year, once before Christmas.

(a) Small letters: m, n, x, v, y, z, p.

(b) Capital letters: M, N, V, U, Y, W.

**Grade V:**

(a) t, l, b, h, k, s, r, x.

(b) P, B, R, H, K, Q, L, D.

**Grade VI:** Note: Study and analyze the letter forms separately, concentrating on one difficulty at a time. Then combine the letter forms in groups as aaaa, bbbbb, ffff. Follow up with short syllables as: ma, bu, hi, etc. Finally combine into words and sentences. At any stage confine practice to forms studied. Give some figure practice in every lesson. The division of forms by months is arbitrary and need not be rigidly adhered to.

m, n, o, d; E, L, I, J; 7, 2.

**Grades VII and VIII:** See September outline.

#### LANGUAGE and COMPOSITION

**Grade II:** Composition: Optional: (1) Begin two sentence construction, write sentences on board for children to copy. (2) Teach capital for names of persons and places. (3) Review "I have," correct use of "I got." Dramatization: as for September.

**Grade III:** See under September.

**Grade IV:** Continued practice of September work. Letter writing: simple, one topic, friendly. Teach uniform arrangement of letter on paper, punctuation, abbreviations (continued throughout the year). Formal lesson on the use of the apostrophe. Suggested topics: A Visit to the Farm; Digging Potatoes; A Bon-fire; Picture Lessons.

**Grade V:** See September notes. Punctuation.

**Grade VI:** See under September. List starting "can," "may," in No. C. (Course).

**Grade VII:** Groups of sentences in logical order. Uses of commas, p. 79 (Course). Introduce idea (not name) of compound and complex sentences.

**Grade VIII:** See under September.

#### GRAMMAR

**Grade VII:** Subject with enlargement. (Word, Phrase). Predicate with enlargement. (Word, Phrase.)

**Grade VIII:** See under September.

#### SPELLING

**Grade II:** second column. 42 words (Course); two word families. For Grades III-VIII, see under September.

#### ELEMENTARY SCIENCE

**Grade I:** Pretty flowers grown at home or at school from scaly bulbs. Leaves: Pretty colors and different shapes; collections of colored leaves to make a wreath, or a dress for a doll, covering one another with autumn leaves.

Shaggy plants, bearing seeds: some seeds stick to clothing; others fly away.

Preparations for winter: warm clothing, putting away something to eat. The changes in the weather as the season progresses.

**Grade II:** Characteristics of season, early frosts and shortening days. Collecting and saving five varieties of seeds and ten different kinds of leaves. Change in trees as winter approaches. Tidying of grounds and garden.

**Grade III:** Discuss Fall activities, as preparations for winter, giving reasons for observations thereon, e.g., harvesting, threshing, storing food, activities of father and mother, of children at this time, as relating to preparing for winter. Collection of a few grains: oats, wheat, barley, flax. Their use. Gathering of vegetables, canning fruit and vegetables. Fattened condition of stock, hairy covering, change in this condition as winter approaches. The appearance of the out-of-doors. Preparation plants make for winter: falling leaves, colors, general appearance of trees, shrubs. Shaggy appearance of plants and trees, seeds as a preparation for winter. Seed collection. Approach of frost and reason it is feared. Trees: poplar, balm of Gilead, willow. Bulbs for winter flowering. Rabbit.

**Grade IV:** Nature Study: Talks on plants used for food, etc., continued. Trees. Three plants for detailed observation. Game birds (at least two). Game laws. Flies and plant lice. Try to get pupa of one or more insects for future observation.

**Geography:** Means of Transportation. Exploration.

**Hygiene:** The skeleton.

**Grade V:** Nature Study: Compare three grains, three vegetables. Discuss the suitability of three house plants for decorative purposes, and the care they should receive. Name the wild mammals that may have been seen in the neighborhood by someone, e.g., rabbit, gopher, mice, fox, coyote, etc., and talk about interesting characteristics of each. Game birds and game laws.

**Geography:** Barriers. Factors which make the earth a suitable home for man.

**Hygiene:** The skeleton as composed of a bony framework; the skull, backbone, ribs, hip bones, leg and foot bones, shoulder bones, and the bones of the arm and hand.

**Grade VI:** Nature Study: See under September.

**Geography:** See under September.

**Hygiene:** The Circulatory System. The Blood River and maintenance of current. Heart as pump. Arteries, Capillaries, Veins and their functions. System of distribution and collection. Importance of good blood supply.

**Grade VII:** Agriculture: See under September.

**Hygiene:** October and November: The Secretory System.

**Geography:** Finish South America. Eurasia as far as and including the great river systems. (P. 51, Course.) See September.

**Grade VIII:** Agriculture: See under September.

**Geography:** Finish the British Isles.

**Hygiene:** Digestive system. Foods and their care. Water, its impurities and care. Poisoning.

#### CITIZENSHIP

**Grade II:** Waste of pencils, books, water, food, time, money. Disfiguring: buildings, fences, etc. Class excursion for recognition and collection of leaves. Hallowe'en.

**Grade III:** School rules. Sense of Responsibility (Section E.) Sunday observance. Stories. Also see September.

**Grade IV:** See under September.

**Grade V:** Sense of Justice in (a) respecting the rights of others. Apply to Hallowe'en activities. (b) Recognizing the rights of the weak. (King Arthur and other heroes of chivalry, Robin Hood, Loss of the Birkenhead.)

Life in early French Settlements. Radisson and Groseilliers. Stories of establishment of fur trade with the Indians. Hudson's Bay Co.

**Grade VI:** Harold, Hereward the Wake, Feudal organization. William I. his barons, their castles.

**Grade VII:** See under September.

**Grade VIII:** History: See under September. Civics: See under September.

#### ART

**Grade I:** Exercise V: To model and draw simple animal and bird shapes. The drawing should be carried on in a similar manner to that of Ex. 1. Four weeks' work.

**Grade II:** The Doll's House. (1) The consideration of suitable colors for walls and border. (2) The making of an all over pattern suitable for rug of doll's room.

**Grade III:** First and second weeks: Exercise VIII. Envelope problem. To plan, draw and construct a simple envelope; to plan line borders with stick-printing sets or with cut-paper; to plan simple all-over patterns and ordinary repeat. Results to be placed in envelope. Third and fourth weeks. Begin Ex. II. Landscape problem: To draw various tree shapes and a road, and to combine same in making crayon landscape, and a cut-paper landscape.

**Grade IV:** Exercise VIII (two weeks). Exercise II (two weeks). Picture Study: "Little Scholar."

**Grade V:** Exercise II. To make a conical lamp shade with double heavy paper, and to plan a circular border for same, using squared animal or bird design, as cut-out pattern. (Four weeks' work.)

**Grade VI:** Section 2. Printing maps.

**Grade VII:** (1) Pencil value scales; (2) Accented outline drawing; (3) Superimposed leaves or berries; (4) Decorative composition and use of finders; (5) Decoration of envelope made in September; (6) Picture Study: "Sheep", "Autumn."

**Grade VIII:** Exercise in drawing trees as outlined, "Course," p. 137. Picture Study: "Avenue of Trees," Hobema.

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## Classroom Hints

### Grades I and II—Elementary Science

#### 1. Weather Observations: Weather, Sun, Moon, Seasons.

**Weather:** Observing the sky on days when it is clear, when there are fleecy clouds, and when the sky is gray and cloudy; on wet days and dry days. Have conversations on these. Keep a simple record of the weather on a blackboard calendar. Observe winds, clouds, rain, snow, frost, and dew, as suggested when they occur.

**The Sun:** Observations of the sun as the source of heat and light. Its value to the life of plants and people. Its progress from sunrise to sunset, noting the change in location of these as the month advances; its absence during the night; relative length of day and night, changing length of day and night; changing lengths of shadows.

**The Moon:** Observations of its changing appearance from new to full; the keeping of a monthly record on its changing appearance; the changing position of the moon.

**The Seasons:** The names of the seasons, the months included in each, some of the chief characteristics of each season, activities of play and work.

#### Community Activities:

(a) The farm: harvesting, threshing and general preparation for winter.

(2) Food: market, grocery store, etc.

(3) Clothing: Sources of fur, wool, leather, cottons, etc.

(4) Fuel: Wood, coal, gas, electricity.

(5) Transportation: Wagon roads, railroads, waterways, etc.

#### General Notions of Directions:

(1) Right and left.

(2) Cardinal and semi-cardinal points of the compass.

(3) Direction of roads, streets, locations of buildings, places, etc.

(4) Directions of cloud movements, winds, birds' flights, and weather vane.

#### General Notions of Time:

(1) Day, night, morning, evening, sunrise, sunset, twilight, forenoon, afternoon, etc.

(2) Week, days of week, week-end, fortnight, etc.

(3) Month, names of months, number of days in each. Teach the rhyme, "Thirty days has September," etc.

### Memory Work for Grades I and II

#### The Sun's Travels

The sun is not abed when I  
At night upon my pillow lie;  
Still round the earth his way he takes,  
And morning after morning makes.

While here at home, in shining day,  
We round the sunny garden play,  
Each little Indian sleepy-head  
Is being kissed and put to bed.

And when at eve I rise from tea,  
Day dawns beyond the Atlantic sea,  
And all the children in the West  
Are getting up and being dressed.

—R. L. Stevenson.

#### The Seasons

Four seasons make up all the days of the year.  
If you'd know what they are, then come hither and hear:  
How in order they pass, and what presents they bring,  
The summer, the autumn, the winter, the spring.

When young leaves just peep from the buds on the spray,  
When the snowdrop and violet bloom on the way,  
When the swallows appear, and the gay bluebirds sing,  
Then we know 'tis the beautiful season of spring.

When butterflies sit over lily cup fair,  
When roses are blooming and scenting the air,  
When fruit ripens fast in the glorious sun,  
The long days of summer have fairly begun.

When the harvest is gathered, and the barns are stacked high,  
When the flowers are faded, and birds southward fly,  
When the leaves one by one fall down to the ground,  
The season of autumn has again come round.

When soft fall the snowflakes, and stormy winds blow,  
And icicles hang o'er the streamlet below,  
When the woods are all bare, and the birds sing no more,  
It is winter, cold winter, the last of the four.

—Mabel Rust.

#### Autumn's Message

A message came to the flowers one day,  
Brought by the wind from far, far away;  
And this what to each flower he said,  
"Autumn is coming to put you to bed."  
Then to the birds in their nests he went:  
"Autumn to you a message has sent,  
Be ready to start as I pass by,  
For down to the South is a long way to fly."  
Then on he went to the leaves on the trees;

"Put your best dresses on, if you please,  
For Autumn sends word to be ready to go  
As soon as the North Wind begins to blow."

Autumn came soon the flowers to greet,  
Singing a lullaby, soft and sweet.

The flowers covered their weary heads  
And sank fast asleep in their cosy beds.

The leaves all sprang from the trees away,  
A splendid frolic they had that day;

Then sank to rest in a tired heap,  
Ready at last, for their long winter's sleep;

The birdies, too, their playmates gone,  
Fled away to the south with glad, sweet songs.

Autumn's work was now nearly done,  
Leaves and flowers slept, the birds had gone,

Blankets of soft white snow she sent  
And tucked them in nicely before she went.

—Alice B. Le Fever.

#### Elementary Science—Grade III

The asters begin blooming in August and continue through September and October in great profusion. They vary greatly, being big or little; tall or short; dense or sparse; and ragged or tidy. The word "aster" is derived from the Greek, meaning star, and it alludes to their pretty radiating flower heads.

Asters are perennials, rarely annuals, and grow from six inches to a few feet in height. The rootstocks spread in many directions through the ground. The aster may be recognized by its erect fibrous stem; much-divided hairy leaves which alternate in position on the stem; and flat heads of flowers, tubular and radiate. The white, pink, purple, blue, or violet ray flowers are pistillate. The tubular disc flowers are perfect, with five-lobed corollas, usually yellow and changing to red, brown, or purple. The fading flower usually develops tiny whiskered seeds, that sail hither and thither with the wind, much after the fashion of those of the dandelion.

The Smooth Aster is found everywhere in dry soil along roadsides and in open woods during August, September and October. The rather stout stem rises two to four feet in height, and is either branched or simple. The thick-textured, long-oval, light green leaves are sometimes toothed. The upper ones are usually heart-shaped and clasp the stalks, while the lower ones taper into winged stems. The rays of the flower head number from fifteen to thirty, and are of a beautiful shade of blue or violet, rarely white. They are set around a yellow centre of disc florets. The heads are an inch broad, and they are closely set in a terminal cluster.

#### Grade IV—Elementary Science

#### General Surface of the Community

The teacher should become familiar with the land and water forms found in the vicinity of the school. Beginning with the forms found nearest the school, the teacher will find many opportunities of directing the pupil's observation. The schoolyard, the roadsides, and the surrounding farms furnish lakes, islands, capes, rivers, etc. Merely talking about these forms is a waste of time. The pupil must learn by contact and observation. The purpose is to arouse the pupil's mental activity and direct him to make discoveries for himself.

No one neighborhood will furnish all the land and water forms, but every school district will furnish sufficient material to give pupils a knowledge which may be added to by pictures, drawings, etc.

#### Arithmetic—Grade V

The work in Arithmetic in Grade V must be very carefully taught in the early part of the term. The child should not be suddenly landed into reduction through two or three steps carried on as a purely mechanical process. To reduce from one unit to another he must either multiply or divide. Ask your class dozens of questions requiring oral answers as to how to reduce hours to minutes, minutes to seconds, days to weeks, etc., so that the child forms the habit of thinking whether he is going from a larger to a smaller or a smaller to a larger unit; whether he will have more or less units; and then whether he must multiply or divide. Once the child has formed the habit of going through that mental process, he has mastered the difficulty in reduction. Do not be in a hurry to thrust difficult problems upon him, those will be easier solved when he has mastered the principle of reduction.

Questions that may be helpful:

(1) How many days are there in a week? in four weeks, in 24 weeks?

(2) How many weeks are there in 14 days? 28 days? 42 days?

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- (3) How would you reduce hours to minutes? seconds to minutes?  
 (4) How would you reduce days to years? years to days?  
 (5) Express 42 years in days.  
 (6) How would you reduce pints to quarts? gallons to quarts? pints to gallons?  
 (7) How many hours are there in a week?  
 (8) How many hours of each week do you spend at school?  
 (9) How many hours each week do you have off for recesses and the noon hour?  
 (10) How many hours do you sleep each week?  
 (11) A man works from 8 a.m. to 5 p.m. the first five days of the week and from 8 a.m. to 1 p.m. on Saturday. If he is paid 75 cents an hour, how much does he earn each week?  
 (12) A train leaves Vancouver at 6.30 p.m. on Friday and arrives at Medicine Hat at 12 midnight on Saturday. How long does it take to come from Vancouver to Medicine Hat?  
 (13) You spend 50 minutes each day at Arithmetic, and there are 200 school days in a year. How many hours of each year are spent at Arithmetic?  
 (14) Milk costs 11 cents a quart. What will it cost a family for milk for September if they use two quarts a day?  
 (15) What is the value of the milk in 40 ten-gallon cans at 11 cents a quart?

#### Citizenship—Grades VI and VII

Inhabitants living in English villages today may envy the dweller in a town or a great city, like London because of the centuries of thrilling history that lie behind it. Yet the story of these villages is not less interesting than the story of the great city, and the life of the people when England was in the making centres upon the village far more than the town.

Most villages date back to Saxon times, and they were built, where possible, near a stream, so that the mill for grinding corn might be worked by the flowing water. The name of the village often gives a clue to its history.

Even today the big house where the squire lives looms large in many villages, but in olden times it was the vital centre of the village. It was situated near the centre in the midst of a large plot of land and near it were the church and the church-yard where "the rude forefathers of the hamlet sleep." These buildings were generally stone, and both enclosures were fenced round; but the home of the peasants (*the villeins*, as they were called) were simply wooden huts or clay hovels. The wood was chopped down in the neighboring forest, and the huts were smeared with mud and clay to keep out wind and rain. There were very few windows or openings and no glass.

Chimneys were unknown in the peasants' houses, the smoke from the fire in the centre of the earthen floor escaping through the doorway. Much of it, however, remained in the room, and must have been injurious to health. There was only one bedroom occupied by the whole family. Even in Tudor times, when many of the *villeins* had become farmers and employed a man and a maid, the man slept in the cowshed and the maid in the dairy.

Rough, home-made tables and benches were the sole furniture, and the only pleasant part about these homes must have been the little garden or plot of cultivated ground which surrounded each. The houses were generally built for convenience by the side of the road leading to the church and manor house; it was the only real road in the village. In the centre of the village was the open space where the people met to talk or play, and where so-called justice was dispensed by the lord of the manor.

But the most interesting part of the village was the cultivated landing stretching away on all sides. It was divided into three great fields of from 200 to 500 acres. If we could have seen those fields hundreds of years ago two things would have struck us as curious: one was always lying idle, or fallow; and the two that were cultivated consisted of a number of strips with narrow lines of turf between. The strips varied from half an acre to an acre in size, were a furlong in length or furrow long, and from two to four rods wide. The rod was the length of the stick used by the ploughman to urge on his oxen and the furrow of 220 yards was the most convenient length for the oxen to plough without a turn or rest. The rod, the long furrow, and the oxen have gone, but the measures remain.

The division of the fields was not symmetrical. The strips did not run all one way, nor were they all parallel. The lie of the land and the general conditions were taken into consideration, and at different parts the strips would be ploughed in different directions. The result was that the field had a checkered appearance, and must have looked something like a Chinese puzzle. Now, the reason for dividing up this land was very interesting. Each villager had to do some work for the lord of the manor, who kept as much as one half of the land for his own use.

In those days laborers did not earn wages. The workers were all serfs, a condition in which, though they were not slaves in the sense of having to do whatever their owner ordered, they were not free.

The lord of the manor needed the serfs for the work of his land: plowing, sowing, reaping and so on, and each serf had to give so

many days' labor a week for the purpose. Then at times he had to give extra days which were called boon days, although it must have been anything but a boon to the peasant to be taken from his own work to labor for another at the busiest seasons of the year.

The lord must have had a very good time in those days and the *villeins* a very hard time, for on the part of the lord it was all receiving and on the part of the *villeins* it was all giving. The uncultivated woods around the village belonged to the lord, and for being allowed to turn his pigs into these, to feed on acorns and beech-nuts, the *villein* had to give up, say, one pig in ten. If he kept fowls he would have to give so many eggs and fowls to the lord. In order that the great man might have fish to eat on fast days and Fridays, the *villein* would have to go fishing for eels in the stream. If he had corn, he must grind it at the lord's mill and nowhere else, and for this privilege he must give up some of the corn.

And what did the peasant get in return for all this tribute to the manor house? Well, he was allowed to cultivate a certain part of the great fields. But how was each man to get a fair share of arable land? If it were merely cut up into as many pieces as there were men, some might complain that their section was less fertile, less sunny, or less productive. It was because of this that fields were divided into strips. One man might have twenty strips but they would be scattered all over the village. A fresh distribution was made each year, lots being cast for the strips. Each man, of course, had some of the best and some of the worst land in the village.

Of the three fields, two were cultivated at a time. Nothing was known about manuring the land and they discovered that land left idle recovered its power to produce crops.

The peasant's life was hard toil from morning till night. His tools were poor. The plough was of wood, though sometimes tipped with iron, and oxen were used to draw it: four, six, or eight being required, according to the heaviness of the land. The sowing was done broadcast by hand, and the reaping was also done by hand with a sickle, and the threshing with a flail.

Winter was a terrible time in those days, for the people had not learned how to keep cattle and sheep through the cold months by growing root crops for their food, and so most of the stock had to be killed off at the autumn, and salted down. Only the lord and his household could obtain fresh meat in winter, and as the people lived almost entirely on salt food they suffered from terrible skin diseases and leprosy was common. They had no ideas about sanitation and health.

The oxen and sheep of medieval England were scraggy and bony creatures, small in size, bearing little resemblance to the fine sleek animals in our fields today. Animal diseases were common, and thousands of animals died every year. Bad harvests and diseases among cattle meant starvation among the people as no supplies could be brought from abroad in those days.

Each village in the old days was, of course, self contained. The people did their own building and thatching, they made their own tools, and clothes, and baskets, and carts; even the cooking-pots were made in the village. The women did the spinning and weaving and helped in the fields, and the children also took their share of the burdens for they went to the woods to collect wild honey and to gather sticks and leaves. There were practically no roads, so there was little or no intercourse between villages.

Occasionally a pedlar would arrive with news and pieces of finery, or a travelling singer or story-teller would recite tales of heroes long since dead. With such exceptions, and one or two feasts given in the great hall of the manor house, there was nothing to relieve the monotony of the *villein's* life. Hard work and long hours made the peasants too tired to do much in the way of games. From time to time the king would summon the lord to help in a war, and then word would go around that all able-bodied men were to take their weapons to fight. Many who went would never return, and there would be sorrow and weeping in the rough village homes for people were human then as now.

Such was the English village nearly a thousand years ago; such it remained down to the days of George III, little more than a hundred years ago, except that the people slowly gained their freedom and worked for wages instead of being tied to the land and compelled to give their services to the lord of the manor. In fact, if a visitor to a Saxon village in the tenth century could have been suddenly transported to a village in the eighteenth century he would have felt very much at home, for to the eye most things would appear about the same. The houses, of course, were better built, but the three-fold system remained, with the division into many strips. The methods of ploughing, and sowing, and reaping, and threshing remained almost unchanged.

#### Geography—Grade VII Rivers of Europe

##### The Rhine

The Rhine, the largest river in Germany and one of the most important rivers in Europe, is a glacier-fed river formed by two main streams. Its direct course is 460 miles and its indirect course 800 miles, while the area of its basin is 75,000 square miles.

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In its upper course it is extremely rapid, but it soaks down into one of the most beautiful waterways in the world. It flows into Lake Constance which serves it as a filter. After leaving the lake it proceeds westwards and forms one of the finest waterfalls of all Europe. It then receives the Aar which carries the overflow of all the important Swiss lakes, except those of Geneva and Constance. At Basel the river forms almost a right angle and flows north between the Vosges Mountains and the Black Forest.

Its course then traverses vine-clad, terraced banks and, after receiving many tributaries, reaches Cologne. North of Cologne it traverses a busy coal-field and flows past a swarm of small and grimy towns. From Cologne through the coal-fields to the sea, the Rhine is a highway for ocean-going vessels, and in the Netherlands its vessels are crowded with traffic.

It enters the North Sea by three mouths. It is connected with the Rhone by means of canals, and with the Danube by the main stream.

At intervals along its course through Rhenish Prussia, are famous ruins of castles, romantic scenery, and mountains decked with ancient forests. The adjoining valleys are densely populated, and it is estimated that the river is visited annually by over 1,000,000 tourists. Timber, coal, iron, agricultural and other products are shipped in large quantities, the annual bulk exceeding 8,000,000 tons. The steamers have interfered with the increase of the salmon fisheries, but other varieties of fish abound.

### The Rhone

The Rhone takes its rise in the Rhone Glacier, 5,581 feet above the level of the sea on the westward side of the St. Gothard Mountains, and not far from the source of the Rhine. It dashes into a rocky ravine far below and descends in long windings through pine woods. Amidst the mountains it receives many tributaries and then enters Lake Geneva as a turbid, muddy stream. At the town of Geneva the river leaves the lake as a pure swift stream; and just outside of the town it is joined by the River Arve coming from Mount Blanc. Flowing south and then westward it reaches the city of Lyons (centre of the silk and velvet industry) where it is joined by the Saone. The river then flows southward in a narrow valley with mountains on either side. Further south the mountains recede and the plain becomes broader, the river passing through vine-yards and groves of olive and mulberry.

At the city of Arles the river divides into two branches, the Little Rhone and the Great Rhone, between which is a delta formed of the sediment brought down by the river. Marshy islands obstruct the mouths of the rivers. Its whole course is about 500 miles; its drainage area 38,000 square miles; and it is navigable for 360 miles. The great obstacles to its navigation are the rapidity of its current, the shifting character of its channel, and the variations that take place in the volume of its water; but these obstacles have to a great extent been overcome by means of canals. By means of a series of canals the navigation of the Rhone has been continued to the Rhine, Seine, Loire, and Meuse.

### The Danube

The Danube, the second largest river in Europe, rises in the Black Forests of Germany, flows through one of the most densely populated parts of Europe, and empties into the Black Sea.

As it is the only large and important river in Europe, running east and west, it is of great importance, both historically and commercially. For 300 miles it zig-zags across the Plateau of Bavaria, and then enters Austria as a deep broad stream. The Alps send it many tributaries. It flows through Vienna the chief town of Austria, and the meeting place of eight great railways which connect it with most of the capitals of Europe. The river then flows through a gap between the Alps and the Carpathians, this gap being known as the Hungarian Gate. One hundred miles east the river forms a right angle and flows to the south in a broad, rapid, flood. Not far below this great bend is the twin city of Budapest, Buda on the high right bank, and Pest on the low left bank. After leaving Budapest the river sweeps across the Hungarian Plain. For a considerable distance on each bank are flat meadows and wheat-fields. It is now joined by such rivers as the Drave, Thesig, and Save. The river now leaves Hungary through a narrow cleft between the Carpathian and Balkan Mountains, this cleft being known as the Iron Gate. Beyond here the river flows across a level plain to the Black Sea which it enters by many mouths, its delta covering an area of more than 1,000 square miles.

The direct distance from source to mouth of the Danube is almost 1,000 miles and its total length, including windings, about 1,670 miles. In the upper part of its course through Wurtenburg and Bavaria, the Danube flows through some of the most fertile and populous districts in its basin. In Austria it passes through a succession of picturesque scenery till past Vienna, the land on both sides being well populated and well peopled. Sixty miles before entering Roumania the river passes through a succession of rapids and cataracts, the last being the Iron Gate. The lower course of the Danube in Roumania and Bulgaria is through flat and marshy land, fertile but badly cultivated and thinly populated. The river is navigable for steamers to Ratisbon, nearly 1,500 miles

from its mouth. The water-system of the Danube admits of about 2,500 miles of steam navigation.

The Rhine the Rhone, and the Danube are called international rivers because they flow through two or more different countries.

### The Volga

The Volga, the longest river in Europe, rises in a small lake in the east of the Valdai Hills, and enters the Caspian Sea by about seventy mouths, near Astrakhan. After passing through a series of lakes it flows forth on its long journey as a slow, broad stream. The Volga is entirely a river of the plains and has many feeders, Oka on the right bank and Kama on the left, being the chief tributaries. The left bank of the river is low and sandy, while the right is high and wooded. Few of the towns or villages are built near the river. When the snow melts in the spring, the Volga overflows its banks, and spreads out for miles over the surrounding country. It is forty-five feet deeper in spring than in autumn. Saratov is the largest city in the lower Volga, and is the centre of trade. At the head of the delta one sees the spires and gilded domes of Astrakhan, an interesting city crossed by many canals which are crowded by the shipping of the Volga. The trading of Astrakhan is chiefly in fur and oil, the latter being found in vast quantities at Baku near the eastern end of the Caucasus Mountains. Its total course is about 2,400 miles, while its basin is from 500,000 to 700,000 square miles in area.

### Agriculture—Grades VII and VIII

#### Wheat

**Project:** To determine the importance of wheat as a food product.

I. Problem: To determine the origin and nature of wheat.

- Describe the wheat plant.
- Mention some other members of the same botanical family.
- History of wheat.
- Origin of wheat.
- Kinds of wheat.

I. As to structure.

- Structure of head or bearded.
- Bald.

2. As to time of sowing:

- Spring wheat or hard wheat. Where raised abundantly.
- Winter wheat or soft wheat. Where raised abundantly.

II. Problem: To determine how wheat is raised:

1. Condition of soil and climate most suitable for wheat.

2. Cultivation of wheat:

- Harvesting of wheat.
- Harvesting machinery. Compare ancient and modern methods.

(c) Threshing the wheat.

III. Problem: To determine how wheat is marketed.

1. Railroad and water transportation lines to wheat shipping centres.

- Trace on map transportation lines. Why do these run chiefly east and west instead of north and south.

(b) The chief wheat gathering and shipping centres: Vancouver, Winnipeg, Fort William, Montreal, and Quebec.

(c) The use of elevators in this connection.

(d) The place of the Wheat Pool in marketing crops.

IV. Problem: To determine the amount of wheat raised:

1. Quantities of wheat raised and where.

2. Describe dry-farming and irrigation methods.

3. What effect has modern machinery had on the raising of wheat?

4. Is it possible to produce new varieties of wheat?

V. Problem: To determine what the crop has to overcome:

(a) Enemies of wheat:

1. Cut-worm.

2. Grasshopper.

3. Rust.

(b) Climatic conditions.

VI. Problem: To determine how wheat exhausts the soil.

(a) What mineral elements does wheat extract largely from the soil?

(b) What is nitrogen?

(c) Fertilizers, including legumes.

VII. Problem: To determine the value of wheat.

1. Products of wheat.

(a) Flour: how it is milled.

(b) Middlings.

(c) Whole wheat flour.

(d) Bran.

2. Other food products.

(a) Bread.

(b) Macaroni.

Conclusion: Wheat is one of the most important crops grown.





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